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This document reviews problems, alternatives, and recent developments in the education of prisoners. The authors state as a guiding argument that while inmates are severely handicapped according to traditional academic measures, in terms of the current movement in education towards individualized instruction nowhere is there a more fertile ground for receptive students than in correctional institutions. The following problems are cited: the lack of programs to prepare inmates for socially constructive roles in communities; job discrimination against former inmates (the New Careers program for rehabilitated offenders is discussed as a solution for this); and the poverty background of many prisoners. The document reports specifically on work release programs; the prevention of juvenile delinquency through education; vocational, career, and college programs; and the education and certification of teachers of inmates. The extensive appendixes are: (a) A Summary of Teacher Corps Corrections Projects, 1968-74; (b) College Programs in State and Federal Penal Institutions (listed by state); and (c) National Survey of Postsecondary Education Programs for Incarcerated Offenders. (Author)

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EDUCATING PRISONERS FOR SOCIALLY CONSTRUCTIVE ROLES

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The term "correctional institution" is applicable only if effective education is available to inmates and if it is individualized and diversified to meet their needs. Education is an essential part of efforts to prepare inmates for a return to life outside the prison premises. Those efforts must include a total educational program, general and vocational, remedial and new. Sinclair and Moulden's analysis provides a solid overview of the prison-based education, recent developments, and alternatives for the future.

That many prisoners' problems are societal is noted. An example is job discrimination against released convicts. Another illustration is the total effect of poverty. Education for prisoners is a necessary but not sufficient part of total societal efforts to rehabilitate prisoners for socially constructive roles.

Educators will be particularly interested in juvenile prevention approaches discussed by Sinclair and Moulden. They will also find of great interest their report on the certification of teachers for inmates. The total publication should be useful relative to prisoner education and to the broad concept of individualized constituencies in all kinds of settings. Long gone is the belief that education occurs only in formal settings such as schools and colleges.

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Career Education (CE) and ending with the ERIC Clearinghouse on the Disadvantaged (UD). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education. For readers uncertain how to use ERIC capabilities effectively, we recommend How To Conduct a Search Through ERIC, ED 036 499, microfiche $.75; hardcopy $1.85. It is available from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210.

—Joel L. Burdin, Director

February 1974

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This document reviews problems, alternatives, and recent developments in the education of prisoners. The authors state as a guiding argument that while inmates are severely handicapped according to traditional academic measures, in terms of the current movement in education towards individualized instruction nowhere is there a more fertile ground for receptive students than in correctional institutions. The following problems are cited: the lack of programs to prepare inmates for socially constructive roles in communities; job discrimination against former inmates (the New Careers program for rehabilitated offenders is discussed as a solution for this); and the poverty background of many prisoners. The document reports specifically on work release programs; the prevention of juvenile delinquency through education; vocational, career, and college programs; and the education and certification of teachers of inmates. The extensive appendixes are a) A Summary of Teacher Corps Corrections Projects: 1968-74; b) College Programs in State and Federal Penal Institutions (listed by state); and c) National Survey of Postsecondary Education Programs for Incarcerated Offenders.

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TOPIC: *"Educating Prisoners for Socially Constructive Roles."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

*Corrective Institutions	National Surveys
Delinquency	*Prisoners
*Education	Program Descriptions
*Educational Programs	Teacher Education
*Individualized Instruction	Vocational Education

*Asterisk(s) indicate major descriptors.

INTRODUCTION

The task of educating prisoners for socially constructive roles presents the same problems as the task of educating anyone for a socially constructive role. Educators agree that there is a crisis in the profession and in our society today. A key symptom is the dichotomy between the "surplus" of teachers and the crying need for more individualization of instruction and alternative programs for learners. A prison is a prime example of this situation: almost all inmates are without basic education competencies, but the prison schools are understaffed with poorly trained teachers offering the inmates fragmentary programs. Roberts, in *Sourcebook on Prison Education: Past, Present, and Future*, reported the following:

> Americans place considerable faith in self-betterment, through education as a means of increasing one's earning power, as well as a method of enhancing the likelihood of improving one's station in life. Since education is as good an indication as any of the likelihood of one's success in contemporary society, it seems essential to improve prison education programs if prison inmates are going to be provided with the academic skills necessary to give them a realistic second chance at becoming constructive members in community life. Inmates of correctional institutions have lower average educational attainment than is found in the total society. . . . For both sexes, inmates are grossly underrepresented at education levels beyond the eleventh grade . . . over half of adult felony inmates in 1960 had no high school education. This points to the inmate's disadvantaged position in competing for employment in the community, in addition to his previous lack of interest in education goals.[1]

There are, of course, special problems in educating prisoners in terms of their backgrounds, in terms of the meager resources available inside, and in terms of the limitations and restrictions that society places on them when they return from confinement. Recitation of the data on the educational deprivation of inmates and of the grim reception they face in the community on release are commonplace in the writings and rhetoric of correctional education. There is no intent here to paint an unrealistic picture of the obstacles, but rather to recognize them and offer suggestions for dealing with them in a more effective manner. Each special problem in correctional education can be discussed in tandem with a related advantage and unique potential that exists within the people and the systems that are confronting the problems.

SPECIAL PROBLEMS AND UNIQUE ADVANTAGES IN CORRECTIONAL EDUCATION

First, it is clear that in terms of traditional academic measures, inmates are severely handicapped in comparison to the general population. However, in terms of the current movement within the educational profession toward individualized, self-paced, multimodal teaching and learning approaches, a more fertile ground for receptive students could not be found than among inmates of a correctional institution. Within the objectives of competency-based teacher education is a framework for

modularized, personalized, systematized teaching and learning that applies to the correctional setting as it would to any group of people who have been turned off by traditional schooling.

Serious proposals have been made for using closed-circuit television and radio to pipe educational programs into individual cells. However, this application of technology to a prison system has been made without consideration of certain aspects of prison life. Psychologically, a cell is not conducive to learning. Sociologically, it is difficult for an inmate to admit to his cell mates that he is unable to read, or to perform simple arithmetic computations, or to do any number of other tasks which he might be willing to try in an individualized learning situation. Morally, a system is open to question that rewards an inmate for learning with isolation (i.e., staying in his cell to learn) rather than with certain privileges (e.g., associating with others in a learning environment).

There are obviously great potentials in the new educational approaches, however, in terms of meeting the various needs of unevenly educated people. Prisoners of all kinds can be aided by programs that relate specifically to their needs, especially if they have participated in the program's development, negotiation, and contract agreement.

These new educational approaches must also closely relate to opening up closed settings, establishing links with "outside" educational institutions, and moving more incarcerated individuals totally into community-based alternatives to prisons. The objective of having these individuals succeed in the community requires that they have opportunities for successful learning experiences within that setting. Experiences within the unusual and alien setting of closed correctional institutions prepare a person only for that setting. Even if good institutional experiences could be devised, they would not be relevant to the task of developing socially constructive roles for people in society.

A second major problem that prison inmates must face is the social restrictions that ensue from having been arrested, tried, convicted, and incarcerated. Most state and local governments will not hire ex-offenders, while at the same time imploring the private sector to do so. The Joint Commission on Correctional Manpower and Training reports the following:

> Almost forty states have either statutory or administrative prohibitions against the employment of probationers or parolees by the state agencies. In 33 states there are restrictions on state employment of an ex-offender who is completely free from legal supervision. Of 223 juvenile detention facilities surveyed, only 41 are legally able to hire ex-offenders. Of 422 local probation agencies, only 70 are legally able to hire ex-offenders.[2]

Most private-sector jobs requiring bonding exclude ex-offenders. Some colleges and universities likewise have restrictions in their employment practices, although this is much less prevalent and exceptions are not difficult to identify. State certification rules and procedures are varied. Public opinion is contradictory. As Korn has observed, "citizens are tough on criminals but soft on prisoners, hard on young hoodlums, but soft on kids in jail."[3]

The third and most difficult special problem related to the task of educating prisoners for socially constructive roles is the poverty backgrounds of most prisoners. Those who were not already poor have been made poor by the process of arrest, conviction, and incarceration. Futhermore, the nonwhite percentages among prison inmates are much higher than those in the general population figures of the polity served by a particular prison system. The factor of racism undoubtedly enters into the complex process of deciding who is incarcerated and who is released back to the community on probation or through other procedures of suspended sentences. But, beyond this, the fact that most offenders come out of a poverty ghetto and return to it is almost impossible to handle within the context of a correctional institutional system.

Although corrections systems cannot gain control of the economy, there are some work release projects that represent efforts to find solutions.

WORK RELEASE PROGRAMS

The work release movement began in 1913 when the Huber Law was enacted in Wisconsin.[4] Huber was a county sheriff who let prisoners keep their jobs daytime while they returned to jail in the evenings. Most states have laws and programs of work release operating today that place inmates into real work situations, sometimes into actual jobs in the community to which they plan to return upon release. They receive full pay, must resume support of dependents, and are usually required to pay for their room and board within the institution and bank the remainder of the salary as a stake for release. Unfortunately, most state correctional facilities are located in isolated rural areas miles from metropolitan, inner cities where most of the inmates have their roots. Work release in these settings helps in terms of offering real-life work and pay, but more often than not the job held by the inmate who is commuting back and forth from a prison facility is not one that he will be able to continue when released.

One remedy to this in some systems is the availability, to a small number of inmates, of community-based facilities. Generally, these are "prerelease" centers--places where inmates approaching parole release are sent to live for a few months prior to actual parole. They must live in the center facility located in the city. They are under geographic restrictions and must account for their whereabouts at all times. They leave the facility to seek employment and to work after they have obtained a job. Generally, after an orientation period, inmates are allowed to have overnight passes or weekend furloughs to begin reestablishing marital and family relationships. Staff provide employment and family counseling and general support. It is hoped that by the parole release date the inmate has worked out, under supervision, his living arrangements, employment situation, and other needs. In some cases the center can become a halfway "in" facility that parole boards and judges can use as an alternative to reincarceration of parole violators or incarceration of first offenders. This use is very rare. The New Jersey Bureau of Parole has a facility, PROOF, in Jersey City that is used to help struggling parolees stay out of prison.

Sometimes, of course, residents of these community-based facilities continue in criminal activity, and their actions tend to bring public concern for "protection" to the surface. The fact that our laws and practices in the area of criminal justice humanistically allow for the eventual release of almost everyone who is confined is often overlooked in the heat of passion over the offense of an inmate who has been trusted in the community in one of these special programs. In the aggregate, this intermediary phase between prison and parole is much more successful than the usual direct release of convicts who face changed communities with very little money and support.

The cost of community-based alternatives is also widely considered to be an unwarranted additional burden to taxpayers, who must simultaneously support the tremendously inefficient maximum security facilities. The cost of work release and community-based alternatives instead of prisons would, of course, be much cheaper than maintaining offenders in closed institutions. The problem is that until the old system is abandoned and the new one adopted there is a period of overlap with resulting higher costs. The percentage of inmates who get a chance to move through such community alternatives is as yet too low to provide any conclusive data as to the long-range benefit to society in anticipated lower recidivism rates. Other articles and research have dealt with the dubious value of prison as a deterrent to crime, but it is very difficult for the general public and their elected representatives to give up the traditional system of incarceration for the relatively uncharted land of alternatives, even though the traditional system has been recognized as a failure. However, the movement to develop, perfect, and increase the alternatives to confinement is in full flower with juveniles and is making inroads into adult systems.

JUVENILE DELINQUENCY PREVENTION THROUGH EDUCATION

Most inner-city high schools are in a state of collapse as educational institutions. This condition is generally admitted by school officials.[5] Teachers, probation officers, student interns, administrators, and other school officials in Paterson, N.J.; New York City; Milwaukee, Wis.; Portland, Oreg.; and Sacramento and Los Angeles, Calif. have described the situation as seen from their various vantage points. They report from 40 percent to 60 percent truancy rates in their junior and senior high schools. The New York City attendance control procedures above sixth grade do not function. No attempt is made to contact the parents if the child is absent from the seventh grade or beyond. Other cities also report that parents are rarely called or contacted. Many high school students simply do not go to school if they can conceal this from their parents or if their parents are unconcerned. High school classes may have high enrollment figures, but actual attendance is low. Some of these high schools are quiet, calm, orderly, and clean. Others are centers for drug sales and are used as a base for gang activities and violence by teenagers whether attending school or not. In Los Angeles, a juvenile statute allows principals to call for "police sweeps" of all juveniles on the school property who are not in classrooms. Paddy wagons arrive, and the teenagers are handcuffed, loaded into wagons, and taken to "Juvenile Central" and charged with delinquency. Other high

schools cannot motivate many of their students to come or even hold them in school by threat of force or law. In most urban areas there is also no employment available for unskilled, teenaged school dropouts. Many maintain school attendance by reporting to homeroom and leaving the building early. This makes the school and grounds a powder keg of youthful energy.

Unfortunately, experimental and reform projects are concentrated in elementary schools. Such projects are doomed to fail because fourth, fifth, and sixth graders are most profoundly influenced by feedback from older siblings or neighborhood high school-aged children. If the high school is a dangerous place, or is considered by most students to be a place to avoid, no amount of "headstart" training will make the secondary schools better. Being teenagers and going to high school is the future that these younger children focus on, and their view of the future of education for them will depend on this peer feedback. More efforts must be directed toward improving the organizational structure, curriculum, and specialized pupil services at the secondary level if we hope to make any impact at all on the attitudes and aspirations of the adolescents of the inner city.

Youngsters who have been convicted of crimes or declared to be juvenile delinquents by the courts are in institutions or on probation or parole. For the most part they feel that society will never forgive them even though they have served out the sentence meted to them by the courts. Negative labels exclude them from opportunities that others have. Schools generally do not want these juveniles back, and employment opportunities are extremely limited, especially when available positions involve some trust with the employer's money or equipment. There is, however, a more subtle and more serious labeling going on in most school systems. This occurs when children who are not fitting into the narrowly defined limits of behavior and conduct that many schools require of students are called "troublemakers," or "emotionally disturbed," or "socially maladjusted." Some come from deprived homes and chaotic neighborhoods and are preoccupied with survival to the degree that concentration on school requirements is difficult, if not impossible.

School personnel recognize the need to help children who are headed for trouble, but labeling these youngsters and separating them from others for treatment are, in themselves, harmful. The label "predelinquent" has done more harm than good. Projects in schools labeled "corrections" or "delinquency prevention" or "dropout prevention," or the like, which are *aimed at specific individuals* seem to enlarge the problem that they have been designed to overcome. An answer comes in taking a structural approach (What is wrong with the system?) rather than a clinical one (What is wrong with this child?). It requires a basic change of attitude by teachers and school officials: increasing the capacity of the teacher to deal with deviance within the basic school setting and developing alternative schools that are designed to respond to the needs of students and to their various learning styles. However, there is danger here, also, if these alternatives become special classes or special schools for "bad kids." Some such genuinely

well-intentioned efforts have evolved into systems of locked doors, armed hallway guards, and detention that make it difficult to distinguish these "schools" from prisons. They become the preparatory schools for juvenile institutions and reformatories, and everyone seems to understand this in the ghettos, including the teachers, the parents, and the children.

Correctional education is isolated from the mainstream of educational development. Closed correctional institutions are isolated from the schools and the communities they serve. Several projects within the framework of the National Teacher Corps have taken on "reentry" objectives, trying to establish links between the high schools and the correctional institutions to which their delinquent students are sent and from which they return. The necessary personnel and time needed to direct and coordinate the activities of the school, the home, and the detention center are generally considered to be too expensive for any one agency to handle. When the federal dollars used to finance Teacher Corps and related projects stop coming, there is no evidence that any of these promising programs will continue.

The prevailing attitude of the high schools, even after a considerable effort to change, is either to isolate or expel their problem students. This has been described as the "locking out" process. Increasingly, Teacher Corps secondary-level projects have moved to the development of alternatives, usually referred to as alternate or alternative learning centers. Some of these have been under the jurisdiction of the public school district, but experiments with alternatives, separated from direct school control, have also been tried. There has been no hard research accomplished, nor a systematic comparative analysis made of these efforts. To many observers the alternatives related directly to the school districts seem to be viewed in the traditional manner--as "dumping grounds" for students who are "problems" in the regular schools. When the projects have established the alternate learning centers outside of the schools under probation departments, or with other community-based agencies, as in the New Jersey Teacher Corps Project in Paterson, the students tend to represent both delinquent and nondelinquent dropouts. These alternatives have greater potential. They have been created to meet the needs of students whose educational needs, for a variety of reasons, have not been met by the regular schools. The center, in this case, is not established to siphon off the problems of the schools since the break between the students and the regular schools has already taken place. This kind of an alternative can concentrate on meeting the needs of poorly educated students who are not in school, without otherwise labeling them as delinquent, predelinquent, or ex-offenders. This distinction is crucial. Alternative learning centers have to focus on the needs of students, not on the misdirected notion that to identify, separate, and isolate troublemakers will help the schools. However, such alternative schools outside of the public school district are almost totally dependent on outside funds and lack the administrative and financial support that a school district can get.

One compromise between these two positions that merits serious consideration is to place the alternative school under the jurisdiction of the local school district, while physically locating it away from

any school building in the area. Total freedom to operate the alternative school must be granted to its staff. The local district would be responsible for the payroll, utilities, space, and, within budget limitations, the necessary supplies and equipment. Students and teachers would be free to establish their own modes of behavior concerning things such as the time to begin and end each day, the length of class periods (if class periods are to be used), smoking, and anything else that would enable them to work together most effectively.

There are several other efforts of note related to the problems of high schools and juvenile delinquency. For delinquents who are being removed by the courts to institutions, there is a movement to require and enable the home school districts to maintain some responsibility for their education. In Santa Clara County, California, the school superintendent has a staff of "liaison counselors." When the court has decided to commit a high school student to a county or state institution, the counselor arranges a meeting among the school principal, the parents, and the student before he is sent away. At this meeting, the principal makes a commitment to the student to accept him back to the school when he is released from confinement. They discuss his academic record and the specific courses and credits he will need for high school graduation. The liaison counselor personally delivers the student's academic record to the institutional school, discusses the educational objectives with the school staff, and makes sure that the student is enrolled in the courses he needs. This counselor follows up by visiting the student at the institution once a month to see that he is still following his program and to keep posted on his progress and his future plans. If the student completes his high school requirements in the institution, the public high school from which he originally came awards him a diploma. If not, he is urged to return to high school upon his release, but if he decides against school, he is offered placement assistance by the same liaison counselor of the school. Those with the potential and interest in college are helped to apply, and the liaison counselor assists in obtaining the financial resources needed to help the students pay for college expenses. The State Department of Education of Minnesota has developed a similar program with the assistance of a grant from the U.S. Department of Health, Education and Welfare.

There are several important elements of this plan that confront the serious problems facing secondary education. First, the school is not "pushing out" or "locking out" problem students. Schools reverse this process by accepting the responsibility for the education of all the children from their areas and follow up on this with real, specific assistance. Also, the schools are taking the initiative to establish links with the correctional institutional school, thereby attempting to break down their traditional isolation from each other. The diploma from the local school that a delinquent youth earns tends to alleviate the stigma that society attaches to his record of court action and confinement. This program illustrates that systems change (a structural approach) can operate concurrently and compatably with helping people (a clinical approach).

There have been other attempts to revive public high schools. Experimental Adams High School in Portland, Oregon is perhaps the

most extensive in terms of curriculum and instruction. Here, the differentiated staff concept has been applied to secondary education. There is plenty of room for student participation and the individualization of instruction. However, the "open school" notions have always appealed to the more affluent classes and have remained relatively incomprehensible to parents and students in ghettos.

Recommendations for secondary school reform that follow come from a concern for juvenile delinquency prevention:

1. Top level public commitment to a "structural" theory: The district will not blame the children for the breakdown in the schools.

2. A major effort to change staff attitudes: In-service programs for all teachers which increase the awareness and acceptance of different learning styles are essential. When teachers rediscover the fact that many youngsters learn quite differently from one another, it is relatively easy to expand their teaching repertoires.

3. A program for the high school to maintain educational responsibility for its children who are removed from attendance by juvenile court action. This should be coupled with a "reentry" program that welcomes and supports returnees from court and institutional experiences.

4. Development of alternative learning centers: They should be of sufficient size to provide a variety of teaching and learning strategies, but never so large that an emphasis on personal contact cannot be maintained.

This is a valid approach to juvenile delinquency prevention as it seeks to make the schools responsive to all the students. It seeks to make allies out of aggressive youngsters who have been venting their aggression against a rejecting school system. It will tell all students that the school will stick by them even if they get into trouble. With students facing this kind of an atmosphere, it is thought that fewer will become delinquents or will disturb education in the schools. The existence of alternatives that are not "dumping grounds" but that are available to any student would tend to defuse a potentially explosive system with personalized teaching and learning.

EDUCATION FOR INMATES

Vocational/Career Education

Vocational education programs in correctional institutions have been designed, theoretically, to teach prisoners a skill or trade which they could use when released. There is no doubt, however, that the greatest weakness in correctional education lies in the area of vocational training. Most of the so-called vocational education programs in prisons consist of nothing more than maintenance work to keep the prison functioning. Since there is no shortage of manpower and since an effort is made to assign each inmate some kind of responsibility, every job is broken down into extremely small segments. An inmate may

be assigned one very specific operation, but the opportunity to gain a grasp of the larger picture is closed to him. When he is released, the "vocational training" that he received in prison is of little, if any, use to him.

Even if the vocational education programs were of good quality, the vagaries of ghetto economics would make the choice of much of the training a very big gamble. For instance, the need for dry cleaners may evaporate with the introduction of laundromats and do-it-yourself dry cleaning establishments. A program may train inmates in the textile industry only to see that industry leave the area to be replaced by a plastics factory. Most overwhelming of all is high unemployment rates among the nonwhites who are the "last hired and first fired." Being an ex-offender adds to this jeopardy.

We might reach the conclusion that concentrating on the general education of prisoners is the better alternative. Chief Justice Warren E. Burger spoke to this point in December 1971 at a conference on corrections: "The figures on literacy [of prisoners] alone are enough to make one wish that every sentence imposed could include a provision that would grant release when the prisoner has learned to read and write, to do simple arithmetic, and then to develop some basic skill that is saleable in the marketplace to which he must some day return." He went on to say, "We know that today the programs of education range from nonexistent to inadequate, with all too few exceptions."[6]

Glaser shows that long-term substantial education programs are needed, but that the resources of the prison and the regimens required in these settings most often result in token, fragmentary education for inmates. These are more likely to correlate with recidivism than if there were no program at all.

> Our conclusions on prison education are tentative, but they seem to be: For most inmates, prison education is associated with above average postrelease success only when the education is extensive and occurs in the course of prolonged confinement. For most prisoners, especially those with extensive prior felony records, the usual duration and type of involvement in prison education is associated with higher than average postrelease failure rates.[7]

New Careers. The "New Careers" approach initiated in the late 1950s and "Project Newgate" have spawned a growing movement that capitalizes on the prisoners' background experiences and makes positive use of them. Ex-offenders run self-help programs. The National Teacher Corps has promoted the training of inmates and ex-offenders for educational roles in corrections.* Many correctional systems and some colleges and universities are seeking ex-offenders for planning, treatment, and research roles in the broad areas of corrections and criminal

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*For a summary of National Teacher Corps corrections projects, 1968-74, see Appendix A.

justice. In such situations the experiences that a criminal record represents come to have positive value. The inmate is no longer required to put aside all of his background experiences and associations. An intellectual understanding of what has happened to him merges with the experiences that only he could have had to produce a person uniquely qualified as an effective treatment agent, as a planner and researcher.

While ex-offender organizations have led the call for the abolishment of maximum security prisons, they also have provided positive programs and assistance to inmates, ex-offenders, and correctional systems. Not every ex-offender wants to continue to be identified as such. Not all want to be leaders in the reform movement and spend the rest of their lives working in corrections. However, for those who have the talent, interest, and opportunity for college training, the criminal record becomes a positive experience--a requirement for some jobs that are "socially constructive" on the highest level.

New Careers programs for rehabilitated offenders have taken on greater importance more recently. Many prison systems, including the federal, New Jersey, and California systems, have programs for training and hiring ex-offenders for various kinds of treatment and training roles within their correctional treatment programs. Concurrently, ex-offenders themselves have formed organizations and secured funding to operate community-based programs that offer all manner of help and counseling to released prisoners. The Fortune Society of New York City is one such operation that is staffed entirely by ex-offenders.

Under Douglas Grant, the state of California first experimented with this approach by training adult prison inmates to staff community-based group homes for delinquent boys. Now, in California, adult inmates who show promise and interest are transferred, during their own period of confinement, to juvenile institutions where they work as teacher aides and in other professional educational roles. They assist staff in supervising dormitory life and live in the same facilities as the younger offenders.

This type of program must always confront the criticism and the real danger that older, more experienced "criminals" will contaminate or molest younger offenders. However, this rarely happens in a New Careers program because the adults are in full staff roles, even though as inmates they must remain in the confinement facility during evenings. They identify as staff members, and the "helping principle" functions to keep them straight; that is, those who are rehabilitated are responsible for helping to rehabilitate others. Furthermore, the state offers regular employment on release for inmates who succeed in this program.

The Joint Commission on Correctional Manpower and Training, established by Congress in the middle sixties, produced the briefing paper "Offenders as a Correctional Manpower Resource" in which it lists the following present and potential functions for the New Careerist in corrections:

Expediting and Development Functions, including:

Training workshops for judges, probation officers, parole agents, parole board members, and attorneys.

Preparation of resource material for in-service training programs, (San Quentin inmates produced a training film for California's forestry camp correctional programs).

Staffing openings in the field of research and innovation.

Staffing data-processing and computer-programming components of information systems.

As research assistants. At the New York State Division of Youth, offenders are used to interview other youths.

As liaisons between police and family, peer group, and community.

Working to establish community action programs such as the Neighborhood Youth Corps projects. It has been shown that ex-offenders work exceptionally well at the grassroots level.

Program Operating Functions, including:

Work supervision, custodial duties, reporting data-gathering --all done jointly by inmates and staff.

Parole agents and parolee work together. In one instance, they helped move parolee residents of a half-way house into the community.

Many kinds of staff responsibilities are being assumed by ex-offenders in camp and urban facilities of the rehabilitation programs of the New York State Division for Youth. Says its director, Milton Luger: "We want them part of our rehabilitation program efforts mainly because we need them and not because we feel sorry for them or want to help them."[8]

The paper goes on to quote a respected educator and correctional reformer to indicate the effects of a New Careers program:

New Careers attacks the two-sided nature of crime. As LaMar T. Empey, Chairman of the Department of Sociology and Anthropology, University of Southern California explains: "On one hand it proposes to make the offender the target of change, by placing him in the role of reformer. . . . If an offender is serious in his attempts to reform others, he must automatically accept the common purpose of the reformation process and grant prestige to those who succeed in it. . . . On the other hand, the New Careers movement implies an attack upon those characteristics in correctional organizations which have made rehabilitation so difficult by forcing inmates and staff into separate castes so that the task of having them develop and share common values, norms, and points of view has been made virtually impossible." Dr. Empey described how the program attacks stigmatization. "Removing the offender (from society) for purposes of treatment has the same social function as removing him for the purposes of punishment. . . . Even though we might define the offender as sick rather than wicked, we may do little to discourage the notion that he is permanently disabled, whether in his mind, in the minds of correctional personnel, or in the minds of society," he said.

"Rather than being a source of degradation and shame, the offender's knowledge about crime and its problem would now, through New Careers, become a valuable source of information and a means of achieving dignity as a resource person," Dr. Empey explained.[9]

As with almost any innovation in correctional treatment, the public reacts with conflicting views.

The task of reaching the public with constructive ideas and programs is of paramount importance if change is to occur. In New York, Mr. Luger demonstrated the effectiveness of New Careerists in winning public support, using young trainees, post-discharge, and adult New Careerists.

"To learn that a young man on staff had been a youth in the program had a positive effect on them (the community). They could see concrete evidence of the staff's confidence in their own product. Rehabilitation took the form of productive youth rather than a verbalized abstraction. They were impressed, and it raised their esteem and hopes for the program."

Public acceptance of the older "post-discharge group" was even more encouraging. Since they had been "at large" for a period of time, they had already re-established many of their old connections in the community, and had "made it." This confidence in themselves, plus the confidence obtained from the responsibility of New Careers gained them great respect, and respect for the program. Former employees asked if their "boys" could be given specialized training so they could fit into responsible openings. Probation officers called to find employment for their charges.

The older group, however, met with different public reaction. People were more hesitant to accept them because they had been to the "big house." But, Mr. Luger believes, their devotion to New Careers must eventually impress the people as much as the devotion of the youths.[10]

College Education

Within the prison population there are significant numbers of inmates who have reached a high school level of academic achievement and who, in addition, have a thorough knowledge and understanding of the workings of the criminal justice system and the correctional process. Their achievement, knowledge, and understanding might well be put to use in a college.

The National Council on Crime and Delinquency recently conducted a "National Survey of Postsecondary Education Programs for Incarcerated Offenders."* The council found that a) 71 percent of the institutions contacted had some kind of postsecondary program, b) almost all instruction in these programs is done by college faculty members inside the

*See Appendix B for the complete survey.

prisons, c) most of the inmate students are working toward an A.A. degree, and d) over 10 percent of the inmates in the college programs attend classes on the college campus and return to their prisons in the evening.

The college campus as a site for a prison program was recommended by Kerle in a paper in which he compared European and American correctional education efforts.[11] Forty-four states have laws permitting the release of inmates to attend college; some permit residence on the campus while the individual is serving his sentence.* The Newgate model, developed under an Office of Economic Opportunity grant in Oregon and now in eight state prison systems, starts inmates in college courses while they are in prison and carries them through college on release. Newgate campus centers provide living quarters and basic needs support, as well as tutoring and counseling services. The University of Washington and the Greenfields, Massachusetts models bring inmates serving time right on to campus. This is an alternative that trains leaders for correctional reform, brings awareness of correctional problems to college campuses, and confronts directly the issue of giving prisoners a chance to break the poverty cycle as well as giving them access to the same route to a constructive life that is available to most middle-class and affluent Americans.

We propose here a model in which selected inmates would move into the college scene on two levels: they would enroll in college classes and they would serve as resource persons to the college.

Specifically, a center would be established at a college to which a given number of prisoners would be assigned. It would be manned by a staff of educational personnel called "learning counselors." Some of these learning counselors would, themselves, be inmates with advanced college standing in a study release program, or parolees, or probationers. Teacher Corps, as well as a number of other projects, offers internship models which would fit this role. One of the objectives of such a program would be the development of new staff roles, with the college developing unique training programs for these positions. Volunteers from the college community and the community at large would supplement the staff of learning counselors.

Students enrolled in such a center would have several options open to them. In addition to the position of learning counselors in subsequent centers, they could prepare to teach in educational programs inside the prisons, join probation departments, work with juveniles in regular or alternative school settings, or become engaged in a host of related activities. It is important to note here that all of the students enrolled in programs of study through such a center should not be prisoners or ex-offenders. In essence, all students studying in a center would be preparing for a variety of socially constructive roles, but their studies would probably be conducted in nontraditional patterns.

These centers could be organized along several different lines. However, any organizational structure should include the following:

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*For college programs offered to inmates at prison sites, see Appendix C.

1. A formal, separate entity which could receive and disburse funds. This could be a unit within a college or a community-based organization.

2. A research and evaluation section which would provide answers to the college regarding different learning patterns, the validity of particular courses, the academic quality, and the results of the center's activities.

3. A house on campus or a separate section of a dormitory for housing the inmate students. If space would permit, other students could reside in the same quarters.

4. An advisory council to establish policies which would consist of representatives from the students, staff, college, and community. The proportional representation and the number of members on this council would vary according to each local situation.

5. A director who would have responsibility for the daily, ongoing operation of the center.

6. A college administrative officer who would provide liaison between the center and other units in the college.

Rather than establish a single center in one college in one state, a state-wide network of six or eight centers should be developed. The advantages of this plan are numerous. The number of inmates, ex-offenders, and other students involved in these programs could be increased. Students would have an option as to which center to attend. There would be opportunities for comparative research studies, exchange of data and personnel, and similar activities. The most important advantage would be that the pressure for success would not rest totally on a single center. If, for any reason, one center might not succeed, the success of the others would place the failure of one in a proper perspective.

While not a panacea, this model does offer a concept which colleges and other interested groups might examine in detail. Through remedial help, tutorials, and other services which colleges could muster, many high-risk students could be offered an opportunity for a college education leading to a variety of socially constructive roles.

TEACHERS OF INMATES: THEIR EDUCATION AND CERTIFICATION

In spite of all the postsecondary educational programs that have been identified, it must be remembered that far greater numbers of inmates do not have a sufficient background to begin their studies at this level. In order to provide the basic educational needs of this larger group, teachers with certain unique skills, attitudes, and understandings are necessary. It is a platitude among educators that no school nor any school program can be any better than the teachers involved in it. Probably nowhere is this a more accurate statement than in correctional education.

In the past, teachers who have been successful in correctional education have achieved their success through an accepting attitude, complete commitment, determined dedication, and a willingness to become involved with their students. Until recently there have been no teacher education programs designed to prepare individuals for careers in this field.

It is now obvious that a regular or traditional teacher education program is not sufficient for a successful career in correctional education. However, these traditional programs are the ones which lead toward teacher certification. In most states an individual aspiring to become a teacher in corrections must be certified like any other professional educator. It is, therefore, incumbent on such a person to complete his teacher education program first, then receive his teaching certificate, and finally apply for a position in a correctional institution.

To be effective, what kind of teacher preparation should he have had? Should he have majored in elementary education, English, social studies, mathematics, special education, or some other field? Since he is aiming toward a career in correctional education, should he be permitted to do his student teaching in a prison, or since he will receive the same standard certificate as other graduates, should he be assigned to a regular public school setting for his student teaching? These are just some of the questions that confront an individual who desires to build a career in the field of correctional education.

It might well be asked if certification is really necessary for these teachers. There are two principal reasons why certification is important.

First, correctional officials are becoming increasingly aware of the importance of the educational programs in their institutions. Consequently, they, like all other employers, want to hire people who have been prepared and certificated to do the job. While certification cannot be equated with excellence, it is, nevertheless, some guarantee that the holder of a certificate has successfully completed the minimum requirements necessary to practice his profession.

Second, the teacher himself almost invariably wants to be certified. This is especially true if the individual entered college for the purpose of becoming a teacher. Even among people who enter the teaching profession later in life, proper certification is a primary concern. A teacher attains a higher status and a more open acceptance among peers when he possesses the proper credentials than when he does not.

The teacher is also interested in salary, tenure, and promotion. In each of these instances an individual is handicapped, if not completely blocked, by the lack of a standard certificate. There is, in addition, the reality of teacher mobility. Without the proper credentials, the teacher is locked into the position obtained through substandard certification or through the use of some other administrative device. The lack of opportunity for promotion and transfer as well as the desires of corrections officials make it virtually mandatory that teachers in correctional education be certificated.

It is obvious that there are two major concerns confronting an individual desiring to enter the field of correctional education. These same two concerns face colleges and universities that have an interest in preparing students to become practitioners in this field. One of these concerns revolves around the type of unique preparation necessary for someone going into correctional education; the second deals with the necessity for meeting the requirements for staff certification. How to reconcile these two objectives is of interest to both educators and correctional personnel.

Teacher education institutions, like all other institutions of higher education, are vitally concerned with their accreditation. In addition to meeting the requirements of regional or national accrediting agencies, each teacher education institution must also be approved by the appropriate state education agency. Without its approval, graduates of the institution would not be certified to teach.

Almost all state education agencies now have formally adopted criteria for the accreditation of teacher education programs in their respective jurisdictions. Currently 21 states have adopted the *Standards for State Approval of Teacher Education* of the National Association of State Directors of Teacher Education and Certification as the criteria by which teacher education programs are evaluated.[12] Chapter V of these *Standards* provides for "innovative and experimental programs," and correctional education is specifically mentioned as one type of program in which traditional training might not be adequate. Therefore, in those states which use the *Standards,* teacher education institutions are free to develop new approaches in the preparation of teachers for correctional education. Other states could develop their own procedures for encouraging colleges and universities to create innovative programs in this field. Wherever this freedom exists, teacher preparing institutions have no excuse for not trying to develop programs to meet the needs of individuals who want to be teachers in correctional education.

Once the teacher preparing institution has developed an innovative program and has had it approved by the state, the students enrolled in it are protected. They know that upon satisfactory completion of the program they will receive a degree and certification.

A much more fundamental concern is what the ingredients of such a program should be. Since this is a relatively new field in teacher education, comparatively little has been written. Several models are being tried, but current data are very sketchy. There are many indications that there is no one way to prepare people for a teaching career in corrections. This is not surprising because in no other field of education has anyone discovered the way to prepare elementary teachers, science teachers, or any other specialized group.

There are some important general and specific characteristics in the preparation programs for correctional educators. The first general characteristic is that the programs must be able to stand on their own merits within the academic community. The same academic standards must be applied here as they would be to any other discipline within the

college. If these programs are perceived as lacking in academic excellence, the caliber of students who opt for such training will be significantly different from that of students who would elect a more challenging and rigorous field of study. Prisoners and ex-offenders, especially, would rapidly become disenchanted with a program that did not have acceptance throughout the college. It would be one more indication that they were being treated as second-class citizens coerced into a second-rate program.

This plea for academic excellence must not be confused with a plea for traditional approaches to learning. Alternative course structures and different evaluative techniques can have as much validity as traditional ones and can have the same academic respectability.

Second, the programs should be field centered. Students in their freshman year in college should be assigned some responsibilities inside a correctional institution. Each succeeding year the scope of these responsibilities should be enlarged in a variety of settings. Even those students who come from prison on study release programs should be assigned to different locations such as a halfway house, an alternative school, or the prison itself in order to determine early in their college careers whether or not their futures lie in correctional education. These students would also have the chance to demonstrate their performance as professional staff and take on, in the minds of the staff who knew them as inmates, a new identity and image.*

If these field experiences are postponed until the junior or senior year, most students are of the opinion that they have expended too much time and effort to change to another curriculum. The result is dissatisfied students who upon graduation rarely find their job interesting and who almost never make significant contributions to their profession.

A related question concerns the settings in which pre-student teaching and student teaching requirements for certification would be fulfilled. Each state has to make its own determination as to what is an acceptable setting. The type of certificate that is issued upon completion of a program in correctional education would undoubtedly have considerable bearing on the extent and setting of student teaching experiences which will be approved.

The third general characteristic of these training programs is closely related to the field-centered approach: the programs must produce correctional educators who can become involved with their students. A teacher's ability to do this is more important that his knowledge of subject matter, teaching materials, or teaching techniques.

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*In a New Jersey Teacher Corps project, there was resistance at Rahway prison to the initial attempt to allow the ex-offender interns into the facility so that they could do the extensive field work in teaching required by the program. However, after the first year of the project, the Rahway education director hired three of the ex-offenders as regular teachers, including one who had served a good deal of time in that institution.

Within a closed institution a teacher must understand the inmate and accept the inmate's self-view. He must have a strong self-concept and be able to overcome the hostility which inmates apply to someone who tries to establish close relationships with them. In addition, the teacher must encourage his inmate students to know him and his values; in short, he must be a model in interpersonal relationships for his students to emulate.

The specifics within the training programs for students in correctional education will vary from one college to another. Here again, though, certain patterns should emerge.

Each student in correctional education should have a major field of study in addition to an emphasis in corrections. Like students in traditional teacher education programs, he must know something to teach. He may elect a single subject such as English or mathematics, or he may choose a comprehensive field of concentration like music or social studies, or he may decide on a broad area such as elementary or special education.

In addition to the specific degree requirements of every college, the student in correctional education will have to work in the fields of both education and corrections. His program of studies should provide him with the following:

1. Knowledge of the criminal justice system,
2. An understanding of the organization of prison culture,
3. Sensitivity toward different racial and ethnic groups,
4. Special techniques for teaching adults,
5. The proper use of materials appropriate to adults with different racial and ethnic backgrounds,
6. Some understanding of criminal psychology, and
7. A background in educational psychology.

Insofar as possible, field experiences should be related to the courses in both fields. A practicum, student teaching experience, or internship should culminate the training program.

When a state education agency has granted approval to a college to prepare teachers in correctional education, the college and the students must be completely aware of all the conditions of the approval. The college has to know whether it will be allowed to recruit students from among the inmate population. It has to know whether conviction for certain crimes will prevent a student from being certified. The college must know whether state approval limits the number of credits which may be accepted for external examinations or for "life experiences." Students should know what the selection criteria are for admission into the program. Inmate students must be assured that the college will offer courses within the walls on a regular basis and that they will be allowed into the campus program when they qualify for study release.

All students are entitled to know what options are open to them regarding their placements in the field. Every student should know when he begins how broad his certification will be. Will he receive a regular certificate, or will his certificate be limited to correctional settings?

Throughout American history there have been volunteers working and teaching in our penal institutions. While no one can deny the significant contributions they have made in all aspects of prison life, it is no longer sufficient to rely on them to bring about the basic changes necessary in correctional education. Colleges, prisons, and the appropriate federal, state, or local government agencies working together have the resources necessary to make an impact in this field. For a variety of reasons, it appears logical that the institutions of higher education should take the lead in these endeavors. In fact, colleges and universities are remiss in their obligations to their communities if they fail to become involved in this most pressing social problem.

SUMMARY

What has been said here, in essence, is that education should be elevated to the highest priority in the correctional treatment hierarchy--that this is indeed the best way to educate prisoners for socially constructive roles. It has been shown that the educational establishment has not been able to meet the needs of juvenile delinquents or devise alternatives for them that do not worsen their problems. What results most often is the "locking out" of troubled youngsters from regular school programs. This effectively denies them an education and the basic high school credential that is a virtual requirement for any employment that could be called "socially constructive."

The current practice in correctional treatment of focusing primarily on vocational training and job placement is failing and will continue to fail unless concurrent or prior education programs are provided that lead the inmate to the achievement of at least a high school diploma.

A model has been proposed in which the resources of colleges and universities could be brought to bear on the educational problems of adult inmates who do not qualify for college admission under traditional requirements. Descriptive information has been given relating to the training of educational personnel for new roles in corrections, the New Careers approach for inmates and ex-offenders, and the degree of involvement of a number of states in postsecondary programs for prisoners. The need has been discussed for new approaches in training and certifying educational personnel, including inmates and ex-offenders, with a warning against the use of token or pilot projects in relation to community-based educational release programs. It has been pointed out that in meeting the educational needs of a significantly greater number of inmates, colleges and universities will enrich their campus life and programs and will not endanger them as many fear. By taking on an active, significant role in correctional education, higher education institutions will also be involved in the broader problem of correctional system reform and will be able to provide theoretical and practical solutions to this major social problem.

Simple or easy solutions are not appropriate. Crime and corruption in our society are not simply aberrations isolated in the minds and bodies of the deviants who end up in prisons. If these individuals can be effectively motivated and educated, it might be found that they and the experience of helping them will lead us into structural changes that are needed in our institutions generally. Then we may see crime reduced and the need for correctional alternatives fade.

APPENDIX A

A SUMMARY OF TEACHER CORPS CORRECTIONS PROJECTS: 1968-74

Following is a summary of a number of projects attempted by the National Teachers Corps Program. Some of the ones that are still operating have attempted to confront the problem of correctional education, from predelinquency through adult corrections that involve schools, juvenile institutions, community-based school alternatives, and adult prisons.

1968-69 Project

Rykers Island Project, New York City. Fifteen Teacher Corps interns in two teams set up an evening school program for over 100 young adult offenders at this New York City maximum security prison facility. The interns were enrolled in a program at New York University to obtain master's degrees and teaching certificates. They established classes at Rykers from basic academic levels through high school equivalency. In addition, they offered ethnic studies, typing, and driver training. The project was established in conjunction with a VISTA project based in the community. Inmates were selected from those within six months of release. During this time the Teacher Corps teams provided them with the intensive educational program while VISTA helped them prepare for release and, through a community center, gave them help upon release.

1969-71 Projects

University of Georgia--Buford Prison. Two teams of interns provided the remedial education component for trade and technical courses offered to young adult (18 to 25 years old) inmate trainees. The 110 inmate trainees were specially selected for the project from the Georgia State Prison system for training in fields such as barbering, masonry, and welding. The teams also offered inmates academic training up to high school level and counseling. In the two-year period, 60 inmates received high school General Educational Diploma certificates in addition to trades training. Interns received master's degrees and certification from the University of Georgia with much of their course work conducted on site at the prison facility. Interns represented the first integrated staff at this facility (the inmate group was about 50 percent black), and two of the graduates remained at the site with regular teaching positions.

Cheshire Reformatory, Connecticut. Two teams of Teacher Corps interns established and ran a successful school where none had existed before. Approximately one-third of the 400 young adult offenders at this facility were involved in the program that stressed preparation for high school level equivalency examinations. Two inmates with college degrees serving time at Cheshire joined the project as Teacher Corps interns, attended college with them at the University of Hartford, and successfully completed the degree and certification requirements.

Southern Illinois Project. The Center for the Study of Crime and Delinquency at Southern Illinois University directed a two-team project. One team, located in a high school setting (Carbondale), worked with

dropouts and delinquents on probation and parole. The other team was assigned to the school of an Illinois state juvenile camp. The teams reversed roles at the end of the first year of a two-year project. Interns received advanced degrees and both counseling and academic certification in Illinois.

1970-72 Projects

The Oregon Project. The University of Oregon, the Oregon Department of Corrections, and the Portland city schools jointly sponsored and operated this four-team project. Two teams worked in the two Portland inner-city high schools; the other two teams were in the boys' and girls' state institutions for delinquents. As with the Southern Illinois University project, teams rotate at the end of the first year to give interns experience in both settings. In Portland, Teacher Corps established a "school within a school" as a way to keep students with serious behavior problems in school. They provided a center with counseling and tutoring help which students could use when they encountered academic and behavioral difficulty in the regular classroom setting. The project also established a re-entry program with police, community, and public agency support to provide more effective planning and help for the return of offenders from state institutions to school and/or community programs. Interns in this project were all undergraduates; most of them were from poor families and had been recruited into college by other federal programs. Three of the interns were ex-offenders enrolled with the understanding from state and local officials that they would be certified and offered jobs upon successful completion of the two-year Teacher Corps project.

The Los Angeles Project. As in Oregon, interns were working with juvenile delinquents in school and institutional settings. Two teams were in the large Los Angeles Juvenile Hall, a detention center run by the county probation department. Utilizing the "learning center" concept, the teams established and individualized academic and counseling programs for juveniles who may spend anywhere from a few days to several months at the facility. Other teams were in continuation schools for those with serious behavior problems and for school-age delinquents who present problems beyond the scope of a regular school setting. Interns here were on a graduate level: they received master's degrees and certification upon graduation and are considered specialists in correctional education settings.

1971-73 Projects

The New York City Project. Five teams of interns were in a project to train them to be "teacher advocates" for delinquents and others "locked out" of success tracks. Interns were assigned to five New York City special schools and attended a unique training program run by Fordham University. Community-based education activities in conjunction with the VERA Foundation were an integral part of the project. It was a graduate level project, and many of the interns were from the ghetto communities served by these schools.

The Sacramento Project. Teams of Teacher Corps interns in this project were working in California state juvenile institutions, county institutions (including the detention home), and a continuation high school of the Sacramento city schools. These senior- and graduate-level interns had the opportunity to earn master's degrees and teaching certificates while they received special training geared to prepare them to work in correctional and delinquency prevention programs. Sacramento State College provided the academic program; interns rotated among the assignments, which encompassed the entire spectrum of the juvenile justice system including the community, the school, and county and state institutions.

The New Jersey Project. In a special one-year effort with the New Jersey Urban Education Corps, teams were located in community settings under the sponsorship of two county probation departments and the Fortune Society, an ex-offender self-help group. A fourth team was in a county jail facility. In all four settings, teams worked with both juvenile and adult offenders to establish new educational projects where none existed previously. Six ex-offenders were members of this group, and the entire team with the Fortune Society consisted of ex-offenders. Montclair State College of New Jersey provided the academic program, which is almost entirely field centered. A "field professor" controlled and monitored the activities of the interns as they related to gaining knowledge and competencies that qualified them for credit toward a degree and teacher certification.

1972-74 Projects

The Oregon Project. Refunding of this project was approved to continue the development of a re-entry program and the efforts of the schools and institutions to educate delinquents. An additional team was provided for the Albina Youth Opportunity School, a school for serious school behavior problems operated jointly by the school district and the Model Cities agency of Portland.

The Los Angeles Project. Refunding of this project was approved. There will be more teams with the Los Angeles Probation Department institutions to further develop and implement the learning center concept introduced by the first Teacher Corps corrections project.

The New Jersey Project. The special one-year project was refunded on a full-time, two-year basis. Five teams have been with the state adult corrections facilities; two, in community-based settings in the urbanized northern counties. There has been continued focus on recruiting ex-offenders. Having the State Department of Education function as the local education agency in this project has resulted in a model for statewide reform of correctional education.

The Milwaukee Project. The University of Wisconsin at Milwaukee and a number of public and private agencies dealing with juveniles outside of the school setting have joined in a unique project. It is designed to test the capacity of Teacher Corps to promote correctional education in community-based treatment settings. Teams are located in seven settings where delinquents are treated and educated when they are

no longer in public school. The project is defining a system or process of Community, Education, Judicial, Institutional, and Community (Re-entry) (CEJIC) agencies and experiences for juvenile delinquents. The idea is to strengthen projects and train personnel to offer more effective and coordinated educational (in the broad sense) programs to those juveniles caught up in this system.

Sacramento, California and New York City Projects. These projects were refunded in 1973, with the teams in both cases moving toward setting up alternative learning centers in nonschool, community settings.

In addition to the programs described above, a group of new projects has been established in adult corrections under the auspices of a University Without Walls in Colorado, Maryland, Minnesota, and Rhode Island. In 1973 approximately $2 million of the $37.5 million Teacher Corps appropriation focused on correctional education.

APPENDIX B

COLLEGE PROGRAMS IN STATE AND FEDERAL PENAL INSTITUTIONS

Edward J. Drury of the Center of Urban and Regional Affairs, University of Minnesota compiled an "Inventory of Higher Education Programs in State and Federal Penal Institutions during the 1972-73 Academic Year." In his introductory statement, Drury wrote:

> The report was prepared for interested people at the University of Minnesota to give them an idea of comparable higher education programs at penal institutions and was not originally intended for national distribution. Consequently, there is no claim that the inventory is complete and it can only be said that the inventory lists some programs of higher education at penal institutions in the United States.
>
> The inventory contains the listing of educational programs by school--whether formal and structured or of a volunteer nature. Activities such as student-intern programs that are not of a traditional educational nature are not included. Also, independent study by correspondence has not been included since that type of instruction for penal institution inmates by colleges and universities has been common practice for many years.13

Since the information in this report is so current, it is included here in its entirety with the kind permission of Drury and the Center for Urban and Regional Affairs. There was no response from the states that are not included in the report.

ARIZONA

Central Arizona College, Coolidge

Central Arizona Community College has offered a daytime vocational program, since 1968, and an evening college academic program, since 1970, at Arizona State Prison. During the 1972-73 academic year, there were 147 vocational students and approximately two hundred college academic enrollments.

All instructors, both vocational and academic, are fully paid and there is no volunteer teaching. The vocational training is a duty assignment for inmate students, but the academic program is a volunteer matter during evening hours. Credit is given for all courses successfully completed. A three-credit college course meets one evening per week for three hours. The selection of the courses and course content are determined solely by the college.

CALIFORNIA

California has a number of different college-level educational programs at various penal institutions. For the most part, each penal institution contracts with an area college for academic courses when the determination is made that sufficient funds are available.

California has the PINTO program at California State University at Los Angeles, Fresno State College at Fresno and other colleges. This program has been in existence for several years and its purpose is to reach students in California penal institutions with extension college courses and to assist parolees in attending universities and colleges. During the fall of 1972, there were forty-nine parolees attending California State University at Los Angeles. Funding for the PINTO program comes from Special Services, the Office of Economic Operations, the Department of Health, Education and Welfare and the Economic Youth Opportunities Agencies.

During the academic year 1972-73, the prison at Soledad offered courses in abnormal psychology, physiology, history, psychology, and Black and Mexican studies from Hartnell Community College with 248 inmate registrations for the courses. During the 1972-73 academic year, there were eight non-credit courses being taught by Stanford University professors and students. The classes met on an irregular basis and were taught seminar style with fourteen to eighteen students in each class. Monthly seminars for ten to twenty students were usually offered by San Jose State University, Fresno State College and Santa Clara University. Generally these courses at Soledad are of the non-credit variety but, on occasion, credit courses are offered.

The California Men's Colony at San Luis Obispo contracts for lower-level college courses from Cuesta Community College when funds are available.

The San Quentin Prison offers an academic program in connection with the College of Marin at Kentfield, California. The program is underwritten by the State Department of Corrections and five or six credit courses are usually offered at the prison each semester.

During the 1972-73 academic year, one college course was offered through the California State College at Los Angeles.

The California Conservation Center at Susanville has had a college academic program for the past three years. This consists of four to five courses per semester taught by instructors from Lassen College at Susanville.

The Deuel Vocational Institution at Tracy occasionally offers college-level academic courses through San Joaquin Delta College. A course is offered when there are sufficient funds in the academic budget and when enough inmates are interested in a particular course to maintain an enrollment of twenty-five.

COLORADO

University of Colorado, Denver

The University of Colorado has a Project Newgate program. During the fall of 1972 there were forty-two students enrolled in Newgate at the Federal Youth Center in Denver with seven students on study release to attend classes on the University campus. This is federally funded and is a formal program offering a full range of lower-division college courses.

Colorado Mountain College, Salida

Colorado Mountain College teaches from five to seven college-level courses for credit each quarter under the Continuing Education Division at the Colorado State Reformatory. This program was started in the fall of 1972.

Colorado State University, Ft. Collins

Colorado State University, during the 1972-73 academic year, offered one electrical engineering course via video tape at the Colorado State Penitentiary in Canon City.

Southern Colorado State College, Pueblo

Southern Colorado State College started an academic program at the Colorado State Penitentiary in Canon City in 1971. During

the fall of 1972, there were sixty-nine inmate students, including women. The state legislature funds $135, plus books, for each student per quarter. The inmate student pays $15 per quarter toward tuition costs.

CONNECTICUT

Manchester Community College, Manchester

Manchester Community College has offered an evening college academic program at the correctional institutions at Enfield and Somers since January of 1970. The college offers three to four courses per semester on a continuous basis, including a summer session. All classes are taught at the Somers institution and inmates from Enfield are bused to Somers.

North Central Community College, Enfield

North Central Community College is a new college which now has a pilot program which started in January of 1973 involving the penal institution at Enfield. Qualified inmates are enrolled on campus as regular students on a part-time basis during morning hours.

Quinnepaic College, Hamden

Quinnepaic College had a contract with the Cheshire Correctional Institution for three college-level academic courses during the period from November of 1972 to June of 1973.

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The State of Connecticut Department of Corrections enters into contracts with various private colleges and state community colleges for college-level instruction for specific courses to be given during a particular period of time. The Department of Corrections has proposed a college-level academic program of some kind for each penal institution in the state.

DELAWARE

University of Delaware, Newark

The University of Delaware started a college-level academic credit program in 1971 at the Delaware Educational Correctional Center at Smyrna. This program is entitled COIN (College Opportunities for Inmates).

A survey was taken of the inmate population to determine academic areas of interest and two or three credit courses have

been offered each semester since 1971. The first course offerings involved a total of nineteen inmate students, but the number of inmates registering for courses has increased each semester to as many as forty-five out of an inmate population of approximately four hundred. Inmate students are given regular college credit for successful completion of courses. Classes are held once a week for three hours at the institution for a three-credit course. Inmate students are given release time from work details to attend classes.

The University is considering the adoption of an admission program whereby inmates who would not meet traditional academic admission criteria will be allowed to formally register at the university after successfully completing twelve to fifteen credit-hours with a "C" or better average.

Funding for this program came initially from the Delaware State Planning Agencies under the Federal Omnibus Crime Control plan. Some subsequent funding has come from the Delaware Division of Adult Corrections.

DISTRICT OF COLUMBIA

Federal City College

Federal City College's Office of Experimental Programs has operated the Lorton project at the District of Columbia's correctional complex in Lorton, Virginia since March, 1969.

College-level courses are taught at the prison college which includes opportunity for a pre-college program and a wide variety of lower-division academic courses. This phase is funded by the District of Columbia, Department of Corrections. As a student completes the institutional course offerings, he may be transported daily to the City College campus. Courses at the institution are taught by regular college faculty and none of the course offerings are on a volunteer basis.

The total education program of Federal City College for higher education in penal institutions includes a Community Service phase which includes group employment in community service activities while the student is in transition from the prison to the community. These community service activities are connected with the students' full-time academic degree work on the main college campus. This phase is funded by the Department of Vocational Rehabilitation.

Phase three of the entire program is called Project START and is a three-year professional internship employment program offering full-time employment with released time for class attendance to qualified students of the Lorton Project. This phase is funded by the Department of Health, Education and Welfare.

A factor in the education part of the program outside the institution is a financial aid program to assist the student while he continues his studies.

FLORIDA

Central Florida Community College, Ocala

Central Florida Community College has offered college-level academic courses at the Florida Correctional Institution at Lowell for the past three years. During the 1972-73 academic year, eight courses were offered during the fall and winter semesters followed by three courses during each of two summer sessions. Courses are offered three evenings each week at the penal institution and the enrollment in the program is approximately ninety students, half of whom are women. Many students take nine semester credit-hours each term. Few degrees have been awarded, but many students have accumulated over thirty hours of college credit. Generally, the inmate students leave the institution before they accumulate enough credits for a degree.

South Florida Junior College, Avon Park

South Florida Junior College conducts college-level academic courses and vocational training programs for the inmates at De Soto Correctional Institute at Arcadia and the Avon Park Correctional Institute at Avon Park. Most of the time the college offers three college-level academic courses each semester at Avon Park and two college-level academic courses each semester at De Soto. In addition, students from Avon Park are allowed to attend classes at the college campus and, during the 1972-73 academic year, there were approximately fifteen inmate students taking full-time academic or vocational training programs on campus.

The college, in most cases, waives the tuition fee for inmates unless an inmate has veterans financing for education.

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The Community Colleges in Florida offer many college-level courses in correctional institutions throughout the state. In addition to Central Florida Community College and South Florida Junior College previously mentioned, Tallahassee Community College, Lake City Community College and Lake Sumter Community College are offering college-level courses at various penal institutions. More then seven hundred inmates in Florida penal institutions are enrolled in Junior College programs being taught at the institutions. This includes both college-level academic programs and vocational programs. In addition, during the 1972-73 academic year, Florida had more than 127 inmates on study release programs in which they were attending full-time programs at Community College campuses.

GEORGIA

University of Georgia, Athens

The University of Georgia conducts academic classes for inmates at three Georgia correctional institutions. More specific information on the extent of the programs was not available.

South Georgia College, Douglas
Brewton-Parker College, Mt. Vernon

South Georgia College and Brewton-Parker College have plans for teaching college-level academic courses at the Georgia State Prison and the Montgomery Correctional Institution. It is expected that the experimental prison college program will be conducted during the academic year 1973-74.

HAWAII

University of Hawaii, Honolulu

The University of Hawaii operates a school and educational program at the Hawaii State Prison. The school is known as Hoomana School and is located physically within the walls of the prison and, yet, is an integral unit of the University of Hawaii. This school is administered by the Vice President for Community Colleges and teaches high school academic and vocational courses and some college-level academic courses. Generally, the college-level courses are offered on an independent study basis by community college instructors who come to the school within the walls.

IDAHO

Boise State College, Boise

Boise State College offers lower division college-level academic courses at the Idaho State Penitentiary. Four college-level courses are taught each year for credit. This program is funded by a grant from the Law Enforcement Planning Commission.

Several inmate students attended Boise State College on a full-time basis at the campus on a study release program. The students are transported to the college from the penal institution, but the state of Idaho is in the process of establishing a community treatment center which would enable the study release students to reside outside the penal institution.

Boise State College also conducts a vocational training program at the Idaho State Penitentiary.

ILLINOIS

Northern Illinois University, De Kalb
Chicago City College System, Chicago
Wilbur Wright College, Chicago
Southern Illinois University, Carbondale

For a number of years Northern Illinois University has conducted an upper division college-level academic program at the Stateville, Joliet and Pontiac penal institutions. Since 1964 the University has offered credit courses in the fall, spring and summer. Each academic quarter an average of five upper division courses are taught at Joliet - Stateville and two upper division courses at Pontiac. Each academic quarter there are approximately one hundred fifty registrations for upper division courses.

Courses for the first two years of college are taught by instructors of the Chicago City College System--primarily from Wright College. The lower division academic program is augmented by the TV College of the City of Chicago which, since 1960, has offered television credit courses to inmates at Illinois penal institutions. Credit for the television courses is awarded by Wright College. Dwight Reformatory for Women and the Stateville institution are within the signal range of station WTTW. The Pontiac Reformatory picks the broadcast up on cable. [illegible] television instructors visit each penal institution at least twice during the course to meet personally with the students. Mail-in assignments are gathered by education personnel in the penal institutions. Each term there are approximately two hundred fifty to three hundred registrations by inmate students for television credit courses. Thus far, two hundred seventy-five inmate students have earned an Associate in Arts degree through study on television.

Northern Illinois academic courses are offered through the Extension Division of the College of Continuing Education. Funding is almost entirely by the University. The inmates pay for their book expenses and also pay partial tuition; currently the tuition charge is one-tenth of the regular semester hour fee.

Southern Illinois University has conducted a college-level program at the Illinois State Penitentiary at Menard since 1956.

INDIANA

Indiana State University, Terre Haute

Indiana State teaches some college-level academic programs at the U.S. Penitentiary at Terre Haute. The inmate students receive college credit upon successful completion of a course. Indiana State teaches the courses requested by the penal institution. Also, a few inmates have been allowed to enroll in regular on-campus courses at Indiana State on a study release basis.

Vincennes University Junior College, Vincennes

Vincennes University Junior College has plans for starting an associate degree program at the U.S. Penitentiary at Terre Haute during the 1973-74 academic year. The penal institution is fifty miles from the college and plans are to offer four college-level courses at night. The Penitentiary will pay for all tuition and books except for those inmates who are eligible for Veterans Administration benefits. The courses to be offered will be determined by the college, the inmate students and the educational staff at the penal institution.

IOWA

Iowa Central Community College, Ft. Dodge

Iowa Central Community College has conducted some college-level courses at the Women's Reformatory at Rockwell City. These courses were available to staff, inmate students and residents of the local community. Some inmate students attend college on campus at Iowa Central Community College in Ft. Dodge. The penal institution contracts with the college and pays expenses for any course that is taught at the institution and also pays the fees for students taking courses at the college campus.

Southeastern Community College, West Burlington

Southeastern Community College has a college-level academic program at the Iowa State Penitentiary at Ft. Madison.

Kirkwood Community College, Cedar Rapids

Kirkwood Community College operates an academic and vocational program at the Men's Reformatory at Anamosa. The education funds allocated for the Men's Reformatory were paid to Kirkwood Community College to conduct the educational program. In the past, some inmate students have attended classes on the Kirkwood campus and there are still provisions for doing that, but study release is used and there is a halfway house in Cedar Rapids for that purpose.

KANSAS

Hutchinson Community Junior College, Hutchinson

Hutchinson Community Junior College has an educational program at the Kansas State Industrial Reformatory at Hutchinson. The program is in its second year. Three courses are offered each term at the Reformatory with approximately twenty-five enrollments in each class. Five inmate students are involved in the on-campus study program. The men are taken to the campus at 7 a.m. and remain until noon. The institution pays all expenses except for those individuals on the GI Bill.

hland Community Junior College, Highland

The Highland Community Junior College has educational programs at the U.S. Penitentiary at Leavenworth and the U.S. Disciplinary Barracks at Ft. Leavenworth. These programs were established in 1960.

The program at the Disciplinary Barracks is funded by the federal govenment under a contractual agreement with Highland Community Junior College. Courses are picked by determining the desires of the students in connection with the courses listed in the college catalog and students are counselled regarding degree requirements. Approximately thirty courses are offered each ten-week period and academic classes are taught two nights each week for three hours each.

At the U.S. Penitentiary, six to seven classes are offered during a semester. Students pay for the program at the federal prison if they have money to do so and, if not, the federal government pays according to a contractual agreement with Highland Community Junior College.

University of Kansas, Lawrence

The University of Kansas has had an extension credit program at the U.S. Penitentiary at Leavenworth for fifteen years. During the spring term of academic year 1972-73, the University was offering sixteen courses for credit. The offering varies, but in recent years it has been in the eight to sixteen classes a semester range.

In most cases, the inmates pay half tuition and the prison pays the other half. The tuition charges by the University are the same as for any other Continuing Education courses. Most of the courses offered by the University of Kansas are upper division courses as the lower division courses are taught by Highland Community Junior College.

Kansas City Kansas Community Junior College, Kansas City

Kansas City Kansas Community Junior College has an academic program under contract arrangements with the Kansas State Prison at Lansing. The college generally offers ten courses a semester within the prison wall to inmate students and also offers approximately four classes per semester to staff employees under the Law Enforcement Education Program provisions. Classes are not held unless at least ten students sign up in a given term.

KENTUCKY

University of Kentucky, Lexington

The University of Kentucky through its College of Social Professions sponsors and conducts a Project Newgate program for

inmates of the Federal Correctional Youth Center at Ashland. This program has been in existence for several years and offers a full range of lower division college academic courses.

Western Kentucky University, Bowling Green
Murray State University, Murray

Western Kentucky University and Murray State both offer college-level extension classes at the Kentucky State Penitentiary at Eddyville and Western Kentucky also offers courses at the La Grange Reformatory. The college academic program at the Kentucky State Penitentiary has been in existence since 1967.

LOUISIANA

Louisiana State University, Baton Rouge

During the 1972-73 academic year, Louisiana State University at Baton Rouge offered one course in engineering and graphics to inmate students at the Louisiana State Penitentiary at Angola. This is a volunteer program by instructors from Louisiana State University who commute sixty miles each way from the University to the penal institution on Saturdays.

MAINE

University of Maine, Augusta

The University of Maine through its Division of Adult Education is offering a college-level academic program at the Maine State Prison at Thomaston. Funding is through a grant under Title I of the Higher Education Act and is for an eighteen-month period. Two or three college-level courses are offered during a semester and credit is granted for successful completion of a course. The grant under the Higher Education Act, with the matching funds from the University, pays all costs. The inmates pay no tuition and instructors are fully compensated according to the university salary scales. Each three-credit course is held once a week for a two and one-half hour session with fifteen sessions per course.

Several inmates attend classes through a study release program at the university campuses at Augusta, Portland-Gorham and Orono.

MARYLAND

University of Maryland, College Park

The University of Maryland has offered one three-credit college-level academic course every semester since the fall of 1953

to inmates at the Maryland Penitentiary at Baltimore. The courses have all been lower division courses and the average class size has been about twenty-five students. Students must meet regular University admission requirements for adults. The University absorbs the institutional and administrative overhead and the inmate students pay no tuition. In most instances, a three-credit course will meet for one hundred fifty minutes, one night a week, for sixteen weeks. Instructors are assigned by the University academic departments and are either regular faculty instructors or qualified part-timers.

Coppin State College, Baltimore

Coppin State College has offered a three-credit sociology course at the Maryland Penitentiary, but the course is no longer being offered because of funding difficulties.

Community College of Baltimore, Baltimore

The Community College of Baltimore has offered sociology and psychology courses for credit from time to time to the Maryland Penitentiary and has also offered a non-credit course entitled "Law for the Layman."

Morgan State College, Baltimore

Morgan State College is involved in college-level education at the Maryland House of Corrections with one inmate who is participating in the University Without Walls program offered by the college.

Hagerstown Junior College, Hagerstown

Hagerstown Junior College has offered a college-level academic program at the Maryland Correctional Training Center at Hagerstown since the summer of 1969. Initial funding for the program was from the federal government under a Title I Program for secondary education. When those funds were withdrawn in September of 1971, the program was picked up through other funding sources open to the college. After one year of sponsorship, the junior college was unable to continue its support and, therefore, the Department of Rehabilitation picked up the funding commitment for the period June 1, 1972 to June 1, 1973.

From the summer of 1969 to May of 1972, ninety-two inmate students at the Maryland Correctional Center attempted 2,493 credits and earned a total of 2,333 credits. During the 1972-73 academic year, in the fall term, there were thirty-nine men involved in the college program, eight of whom commuted to the campus at Hagerstown Junior College on a study release program.

MASSACHUSETTS

Brandeis University, Waltham

Brandeis University operated a formal educational program in Massachusetts correctional institutions until 1972. This program, named STEP (Student Tutoring Education Program), was funded by a Law Enforcement Assistance Administration (LEAA) grant through the University's School for Advanced Studies in Social Welfare. STEP's affiliation with Brandeis University ceased in September, 1972.

Boston University, Boston

Boston University does not offer a formal educational program at a correctional institution. However, Professor Elizabeth J. Barker of the English Department has taught college-level academic courses for credit at the Massachusetts Correctional Institution at Norfolk. These courses are taught on a volunteer basis and, since there is no substantial cost to Boston University, credit is granted for successful completion of courses. No tuition or other expense requirements are made for the inmate students. The courses have been offered through Metropolitan College which is Boston University's evening and part-time division. A class during summer session meets for six weeks in three weekly sessions and two and one-half hours each. Fall semester classes meet once a week for fifteen weeks in a three-hour session. Classes are small--ten to fourteen students--and are conducted in seminar fashion.

Bristol Community College, Fall River

Bristol Community College offers college-level academic courses through the STEP program to inmates at the Massachusetts Correctional Institution at Norfolk. During the 1972-73 year, matters were in transition and reports indicated that the University of Massachusetts was expanding in the Boston area and might become involved with the STEP program.

MICHIGAN

Jackson Community College, Jackson

Jackson Community College has a college-level academic program, as well as a vocational program, at the state's prison in southern Michigan at Jackson. During the fall of 1972, approximately four hundred inmate students were taking classes from Jackson Community College. About one hundred fifty of these students were attending as on-campus students in night classes in vocational studies.

Washtenaw Community College, Ann Arbor

Washtenaw Community College has an educational program at the U.S. Correctional Institution at Milan. Both academic and vocational courses are taught at the institution.

Montcalm Community College, Sidney

Montcalm Community College has taught college-level academic courses and vocational courses for the past four years at the Michigan Reformatory at Ionia and the Michigan Training Unit at Ionia. During the fall semester of 1972 twelve separate courses were offered at the Michigan Training Unit. This program is known as COPE (College Opportunity-Prison Extensions) and is partially supported by a Health, Education and Welfare Department Title III grant. Credit is granted for those students successfully completing a course and an Associate of Arts degree is available. A three-credit course meets once each week for three or four hours.

MINNESOTA

Antioch College, Minneapolis

This is a field center of Ohio's Antioch College. The field center is Project MASS (Multiple Accommodations and Service Specialists). The Antioch field center teaches college academic courses to inmates at the St. Cloud Reformatory at St. Cloud. The courses taught during the 1972-73 academic year were Black Culture, Politics and Survival, Basic Writing and Ibo Language. Antioch College credit will be granted for those who register and complete the course requirements. Some federal funding is involved. LEAA funds in the amount of $25,000 for the first year are administered by the Governor's Crime Commission and can be used to defray tuition and other expenses. Classes are taught during the evening under the Antioch program.

Augsburg College, Minneapolis

Augsburg has for several years taught college-level courses for credit to staff and inmates at the major correctional institutions in Minnesota and at St. Peter State Hospital. Prior to the academic year 1971-72, a total of fifteen credits were taught. Funds in the amount of $50,000 were secured from the Governor's Crime Commission for the 1971-72 academic year.

All classes are composed of about thirty students--ten of whom are regular academic students, ten are staff personnel and ten are inmates. Classes are held at the penal institutions except for an occasional class where inmates, staff and students meet on the Augsburg campus. Funding for the academic year 1972-73 from the Governor's Crime Commission in the amount of $50,000 was approved and Augsburg conducted a total of sixteen three-credit courses at four institutions.

Lakewood State Junior College, White Bear Lake

During the academic year 1971-72, Lakewood taught two three-credit courses in sociology and psychology to a total of forty-eight

inmates at the Federal Correctional Institution at Sandstone, which is seventy-five miles from the college campus. The Correctional Institution paid one-half of the tuition and book expenses and the inmate students paid the other half. Two Lakewood instructors went to the institution one night each week for a three-hour period. The program was not continued in the 1972-73 academic year because of lack of funds in the penal institution education budget.

Macalester College, St. Paul

Teachers from the English Department conduct a non-credit creative writing course at the Correctional Institution for Women at Shakopee. The program is a volunteer undertaking on the instructors' part.

Mankato State College, Mankato

A husband and wife team from the Speech Department have conducted a volunteer program for several years at the Women's Institution at Shakopee. This involves a non-credit communications course and working with the women inmates to produce plays which are offered outside the institution at the Mankato Community Theatre and at several high schools in the area.

University of Minnesota, Minneapolis

The General College operates an on-campus program under an agency called the Consolidated HELP Center (Higher Education for Low Income Persons). No courses are offered at penal institutions. The program serves approximately nine hundred students and, of these, approximately seventy-five are ex-offenders. Most of these students receive some financial aid and the Consolidated HELP Center is housed in a building where students may meet and where counsellors are available.

The American Indian Studies Department has conducted a non-credit Indian Language seminar at Stillwater Prison and the operation of this seminar has been a volunteer matter on the part of the department people who were active.

The University has a Project Newgate program which has been operating since the fall quarter of 1969. Newgate has several programs involving inmates at the St. Cloud Reformatory, the Minneapolis Workhouse and ex-offenders, both on study release and on parole, at the Newgate House on the University campus. The program at the Minneapolis Workhouse is an educational program for American Indians at the high school level to assist Indians studying for the high school GED test. The program at the St. Cloud Reformatory consists of lower division college academic courses offered on a regular basis. Inmates attend school on a full-time basis and, under present funding, the program can accommodate about forty-five inmates as students at the Reformatory. Inmates may join the program when they have anywhere from six to fifteen months remaining on their sentences as determined by the parole board. Many of the

students entering the program were recent graduates of the Reformatory high school. In addition to attending classes, inmates participate in extensive peer group therapy.

Project Newgate purchased a fraternity house on the University campus where inmate students live after release from the institution while they attend classes at the University. Counsellors are available at all times and the peer group therapy continues.

The Minnesota Newgate program is funded by LEAA funds from the Governor's Crime Commission and by OEO. The total budget for the 1972-73 academic year was $280,719.

The University Without Walls at the University had programs for three inmates at Stillwater Prison, one at Sandstone Federal Institution and two others at penal institutions in other states. Inmate students can generally be registered through a tuition waiver, but this entails instructors from the University teaching courses to inmates on an overload basis.

MISSISSIPPI

None

MISSOURI

University of Missouri, Rolla
University of Missouri, Columbia
Lincoln University, Jefferson City
Moberly Junior College, Moberly

Missouri has an extensive Newgate Project which encompasses the Missouri State Penitentiary at Jefferson City, the Missouri Training Center for Men at Moberly, the Algoa Men's Reformatory at Jefferson City and the Women's Prison at Tipton. The overall direction of the program is at the University of Missouri, Rolla, but much of the actual teaching is done by instructors from Moberly Junior College and Lincoln University. Funding for the program is primarily from an LEAA grant.

The program was started in January, 1969. From that time until August, 1972, eighty-nine college-level academic courses were offered at the various penal institutions. Students completing coursework during that period numbered 1,318 and a total of 3,852 credit hours was earned. The figure of 1,318 represents the total number of course registrations--not the number of different students that were involved. The average number of students per course was 14.8. During the spring semester of 1972, as an example, there were six three-credit courses offered at the Missouri

State Penitentiary, three three-credit courses offered at the Algoa Men's Reformatory and two three-credit courses offered at the Women's Prison at Tipton.

The entire college-level academic program at all penal institutions in the state of Missouri is under the direction of the Newgate program of the University of Missouri, Rolla.

MONTANA

University of Montana, Missoula

The University of Montana started a college-level academic program for inmates at Montana State Prison in January, 1973, by offering two courses. Two courses were also to be offered spring quarter. This program is funded by the Bureau of Indian Affairs, the Veterans Administration for those students qualifying for VA payments and by the Crime Control Commission. The University intends to expand the program, if possible, and hopes to implement the Newgate program in Montana.

NEBRASKA

Nebraska Wesleyan University, Lincoln

Nebraska Wesleyan University conducts a college-level academic program at the Reformatory in Lincoln and at the State Penitentiary in Lincoln. The University has made special provisions so that inmate students may receive an Associate of Arts degree should they remain long enough in the academic program.

York Junior College, York

York Junior College teaches college-level academic classes, usually one per term, at the Reformatory for Women at Lincoln.

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The state of Nebraska has an education release program which is coordinated with the University of Nebraska and the Lincoln Technical College.

NEVADA

Western Nevada Community College, Carson City

Western Nevada Community College started a college-level academic program at the Nevada State Medium Security Prison during

the 1972-73 academic year. Three three-credit courses were taught the first semester and plans were to have four three-credit courses taught the second semester. Classes have averaged fifteen inmates per course. The program is funded entirely through state Crime Commission funds, but plans have been made to try to secure funding through legislative action.

NEW HAMPSHIRE

Franconia College, Franconia

Franconia College, along with the affiliated North Country Center for Community Development and University Without Walls, has begun a college-level academic program for inmates. The program was to have started in September of 1973 at the New Hampshire State Prison where three college credit courses are to be offered. The major portion of expenses, including teachers' salaries, will be paid by Vocational Rehabilitation. Also, beginning in September, 1973, selected inmates nearing parole will be released to participate fully in the on-campus academic program at Franconia College. The students will reside in Franconia and a major portion of their living expenses and tuition will be paid by the Vocational Rehabilitation unit at the state prison. Franconia College will provide part of the student tuition from scholarship funds.

NEW JERSEY

Somerset County College, Somerville

Somerset County College in September of 1971 offered one basic lower division English course to nineteen inmates at the Annandale Correctional Institution at Annandale. Annandale's average length of incarceration is twelve to fifteen months and, consequently, inmate students are frequently discharged before the end of a normal academic semester. Therefore, for the 1972 spring semester, the college set up courses on a modular approach where each course would be offered twice a week within an eight-week period of time and the regular academic semester would provide for four courses.

The number of students increased from nineteen in the fall of 1973 to 113 total enrollment for the spring, 1972 semester. Some of the students for the spring 1972 semester, however, were women that were bused from the nearby State Reformatory for Women at Clinton to attend joint classes with the men from Annandale. As a result of the large enrollment in the English courses at Annandale, separate classes were created at Clinton for the women so that the fall, 1972 semester had a total of 193 registrations at both Annandale and Clinton. Additionally, Somerset County College supplies an instructor to the Women's Reformatory who

visits the maximum security unit to tutor three to five students in at least one college offering on an independent study basis.

A study release project has been developed whereby students from both Annandale and Clinton attend classes during the day at the Somerset College campus.

Mercer County Community College, Trenton

Mercer County Community College offers college-level academic courses and the Associate of Arts degree to inmates at Trenton State Prison, Rahway State Prison, Leesburg State Prison and the Leesburg Prison Farm. Some instruction is given by using media--principally "blackboard by wire,"--a combination of an audio presentation and written material. The instructor teaches from the college to the inmate students at the different penal institutions.

Trenton State College, Trenton

Trenton State College for the last five years has provided from one to five college-level academic courses each semester at the Reformatory for Women at Clinton. The college has attempted to start a program at Trenton State Prison for the inmate student graduates of Mercer County Community College's associate degree program. These would be upper division college courses. Several upper division courses were offered in the 1972 spring semester, but only four inmates enrolled in the program. Then, combined inmate and corrections staff classes were begun. Tuition for the Corrections staff personnel was paid by the Law Enforcement Education Program (LEEP) funds, but the college has great difficulty obtaining funds to cover the inmate students' tuition. In the past, funds to support the inmate students had come from both state and college sources. The college does anticipate increased enrollments of student inmates at Trenton State Prison in the future.

Montclair State College, Upper Montclair

Montclair State College does not offer regular college-level academic courses to students in correctional institutions, but does have an extensive program for getting inmate students out of the institution and onto the college campus. The college is involved in a Teacher Corps corrections program which is directed toward developing a group of professional teachers having special expertise to strengthen the educational opportunities offered in penal institutions. This is one of the first programs of this kind and is conducted under the Urban Education Corps of the New Jersey Department of Education and Montclair State College. In the fall of 1972, there were thirty-six intern students, including offenders and ex-offenders, training to be teachers and involved in the program at eight New Jersey locations: Trenton and Rahway State Prisons, Bordentown and Annandale Youth Correctional Institutions, Clinton Correctional Institution for Women, Essex County Correctional Center, the Passaic County Probation Department, and Yardville Youth Correction and Reception Center.

NEW MEXICO

Eastern New Mexico University, Portales

Eastern New Mexico University conducts an educational program at the New Mexico State Penitentiary at Santa Fe. More specific information on the extent of the program was not available.

College of Santa Fe, Santa Fe

The 1972-73 academic year was the fourth year of a college-level program at the Penitentiary of New Mexico by the College of Santa Fe. The college conducts a Newgate Program and the course-work is structured in such a manner that the inmate students who are committed for a sufficiently long time can earn the associate of arts degree in some areas within the institution. There is also a study release program where students, both male and female, go to the campus during the day and return to the institution during the evening. The enrollment during the 1972-73 academic year for all programs was about seventy-five.

The majority of the College of Santa Fe instructors were paid for their instructional work at the penitentiary on a part-time basis. A relatively small number of the instructors make an out-right donation of the services they perform. The instructors are paid by the College of Santa Fe. Courses are offered both during the day and evening, but most of the courses are offered in the evening. Most frequently, a three-credit course is taught three days a week for the regular college hour. Not all inmate students are enrolled in Project Newgate, but most are and these have the opportunity and are encouraged to participate in individual and group counselling procedures.

Funding comes from several sources. The state legislature assigns some funds to the program although such resources are minimal. At one time, for a restricted period, the program had some federal funding which helped get the program established but the federal funding did not completely underwrite the program. A large part of the expenses for the program are remitted by the College of Santa Fe which is a private educational institution. It is estimated that the cost to the College of Santa Fe may be as high as $25,000 per semester.

NEW YORK

Dutchess Community College, State University of New York, Poughkeepsie

This college first started offering college credit courses in the summer of 1970 at the Green Haven Correctional Facility which has an inmate population of approximately 2,000. The courses offered are generally liberal arts and are subsidized by the South Forty Corporation which is a non-profit philanthropic organization

that works with inmates during their incarceration and during their readjustment to civilian life. The corporation has provided funds and has also been a recipient of a federal grant. This corporation prepares the inmates for college-level work through an orientation period, a battery of quizzes, a four-week program (one-half day, four days a week) in the basics of reading, math and motivation, and a nine-week program of full-time study which includes skills and vocational guidance. The corporation also helps and guides the inmates after release with funds, clothing and guidance.

Some inmate students also attend college at the campus under a study release program and some parolees are taking classes at the campus. In the fall of 1972, there were seventy-nine enrollments in six courses. In the spring of 1973, there were approximately 125 students enrolled in eight courses. Most courses are for three credits.

The John Jay College of Criminal Justice, The City University of New York, New York

This college has education programs for inmates of correctional institutions, and, as a follow-through, programs for ex-offenders at the campus. The college level course program consists of some twenty-five sections of eighteen college-level courses taught by the college instructors at the Rikers Island Correctional Facilities. Teachers College, Columbia University, is conducting a high school equivalency program at the same institution at Rikers Island. The John Jay College is also exploring the possibility of inaugurating a college-level course program at State Narcotics Addiction Commission Facilities.

State University College, New Paltz

A college-level program was instituted in the spring of 1972 at the Wallkill Correctional Facility, Wallkill. In the fall of 1972, the program was conducted although no funding was received from any outside source. Four courses were taught: Introductory Sociology, Introductory Psychology, Creative Writing and Modern African History. Sociology was taught as a correspondence course but augmented by regular class sessions two hours weekly. Psychology was a television taped course with two one-hour discussion sessions per week. Creative Writing and Modern African History were taught as a regular class at the prison two hours per week. A proposal for funding for continued college-level programs has been made to the New York Department of Correctional Services, but approval of the proposal seems unlikely.

State University College of Arts and Science, Plattsburgh

No college-level courses have been offered at the Clinton Correctional Facility at Dannemora, New York, although the University has plans for offering courses during the fall semester of the 1973-74 academic year. For the first time during the fall semester of 1972, three inmates were released during the day to attend classes on the Plattsburgh campus.

Cornell University, Ithaca

This program of college-level courses is strictly a voluntary situation with Cornell instructors and graduate assistants and local community college teachers participating. During the 1972-73 academic year there were seven courses taught at the Auburn Correctional Facility. However, the program most likely will be discontinued because of the volunteer nature of the situation and the fact that no funds appear to be forthcoming to sustain the program.

Syracuse University, Syracuse

For two years, this University has offered a high school equivalency program as well as college-level coursework at the Onondaga County Penitentiary at Jamesville, New York. The University has submitted a proposal for funds for ongoing credit coursework within the Jamesville penitentiary. This proposal was to the Higher Education Opportunity Program (HEOP). The proposal calls for a program whereby an inmate could take up to twenty-four hours of credit, if he were to serve a full year's sentence at the Onondaga Penitentiary.

Another proposal has been made in cooperation with the Syracuse University Research Corporation to operate a credit-bearing college-level program inside the state penitentiary at Auburn, New York. This proposal is being considered by the State Department of Corrections. The proposal provides for instruction within the Auburn prison and, upon parole, a select number of students would continue as full-time Syracuse University students in residence. One part of the proposal provides for a halfway house near the campus with counselling and tutoring staffs.

NORTH CAROLINA

This state has a study release program by many colleges at correctional centers, but the extent of participation and enrollment of inmates is not known. Also, East Carolina University at Greenville has a certificate course in darkroom technology at Central Prison in Raleigh.

NORTH DAKOTA

Mary College, Bismarck

During the 1972-73 academic year, this college taught four college-level courses at the North Dakota State Penitentiary. The courses were Philosophy, Psychology, Accounting and Communications. The program was funded for two years by the Law Enforcement Assistance Administration.

OHIO

Ashland College, Ashland

Ashland College has had a college-level program at the Ohio State Reformatory at Mansfield, Ohio, for eight years. During the fall semester of academic year 1972-73, the college offered the following courses: History of American Minorities, Economic Geography, Development of Economic Reasoning and Earth Science. The class schedule for the following semester included: Freshman English, Afro-American Literature, Western Civilization and Astronomy.

Wilmington College, Wilmington

Wilmington College has offered courses for five years at the Lebanon Correctional Institution. During the 1972-73 academic year, two three-credit courses were offered each quarter, excluding summers. Prior to that time, four courses were offered each quarter, but because of limited funds the courses were cut to the present level.

The University of Toledo, Toledo

This college has a regular academic college-level program inside the Ohio State Reformatory at Mansfield. More detailed information on the extent of the program was not available.

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The Ohio Board of Regents, in cooperation with the Ohio Department of Corrections, has formulated a plan and submitted a proposal for funding from LEAA for an educational program involving both technical education as well as liberal arts. The program will be administered by the Ohio Board of Regents utilizing the facilities of two technical institutions and two branch campuses of Ohio State University at the Marion and Mansfield institutions. This will be a Newgate program.

OKLAHOMA

There is no college-level academic program in any Oklahoma penal institution. However, discussions on this subject have taken place between the Oklahoma Department of Corrections and several colleges and universities. One matter under discussion is to place a talk-back television education program situation in one penal institution.

OREGON

University of Oregon, Eugene
Oregon State University, Corvallis

College-level credit courses have been offered at the various Oregon correctional institutions for about ten years, but the program has expanded rapidly in the last five years. The Oregon program, aside from Project Newgate, appears to have the largest group and most systematic use of volunteer college instruction in the United States.

There are approximately 1,700 inmates in the three major Oregon penal institutions--the Oregon State Penitentiary, the Oregon State Correctional Institution and the Oregon State Women's Correctional Center--all located at Salem, Oregon. Each academic quarter, between 235 and 265 inmate students take college-level courses. About eighty of these students are enrolled in the Oregon Newgate program which is federally funded. All courses taught outside the Newgate program are taught by volunteer professors and graduate assistants. Volunteer instructors come from a number of colleges, but the majority come from the University of Oregon and Oregon State.

The Oregon Women's Correctional Center, which had less than eighty women, during the fall of 1972, went in with the Oregon State Penitentiary's education program and the program at OSP is now co-educational. By spring quarter of 1973, plans called for some female students from local college campuses to take courses at the Oregon State Penitentiary offered by professors from their respective campuses.

The volunteer program has coordination from inside the Oregon Corrections System and it amounts to a formal program to secure volunteer instructors on a continuing basis and is a cooperative effort of the various colleges in Oregon and the Corrections System. In the 1970-71 academic year, 137 college courses with volunteers from four universities were involved and in the 1971-72 academic year, 166 college courses were offered by instructors from thirteen colleges and universities. Credit for these courses is granted through the Division of Continuing Education of the Oregon System of Higher Education. In addition, Project Newgate offers forty courses in the institutions just for the Newgate students, for which the professors were hired and paid. Newgate is the only program offering residents an opportunity to live on campus and take courses.

The expenses for books and supplies for the college courses taught by volunteer instructors are paid by the Department of Corrections.

PENNSYLVANIA

Pennsylvania State University, University Park

Pennsylvania State through its College of Human Development has been involved in college-level academic programs for several years. The college operated a Project Newgate which was funded by OEO. In 1971, the project left Pennsylvania State and was turned over to the Bureau of Corrections and renamed Project Newview. This is being funded by LEAA funds through the Governor's Justice Commission. Instruction continues to be provided by Pennsylvania State faculty, but control of the program has shifted to the Department of Corrections.

University of Pittsburgh, Pittsburgh
Community College of Allegheny County, Pittsburgh

The Community College of Allegheny County offers a two-year associate of arts program and the University of Pittsburgh also offers some college courses for inmate students of the State Correctional Institution of Pittsburgh. Courses do not overlap since the University of Pittsburgh offers more advanced work or courses which the Community College cannot offer.

Courses for the 1971-72 academic year offered by the University of Pittsburgh were funded by money from the University and by a grant from the Hillman Foundation. Courses for the 1972-73 academic year were supported by funds from the Governor's Justice Commission. The University of Pittsburgh funding includes money with which to pay for tuition and purchase textbooks or other supplies for the inmate students.

Juniata College, Huntingdon

This college initiated a college-level program at the Huntingdon Correctional Institution in April of 1972. During the 1972-73 academic year, with the assistance of federal funding, three courses were offered at the institution, open to both inmates and correctional staff. Full college credit is given by the college for each course satisfactorily completed. Forty-three inmate students were enrolled in the three courses.

PUERTO RICO

None

SOUTH CAROLINA

University of South Carolina, Columbia

The University of South Carolina has offered a college-level program at the Central Correctional Institution at Columbia since February of 1971. During the academic year 1972-73, approximately thirty students were enrolled in courses which, during the fall semester of 1972, included Economic Geography, History, Business Administration, Psychology, and Spanish. Participating students from other institutions in the Columbia area are transported to the Central Correctional Institution on days when classes are held. Course selections for each succeeding semester take into account expressions of interest of continuing students as well as the needs of new students.

Some tuition has been paid by Vocational Rehabilitation. On occasion, interested groups from outside the college and penal institution have provided scholarships. Also, an LEAA grant provides for scholarships as well as assistance to the University.

SOUTH DAKOTA

The Sioux Falls Continuing Education Center, cosponsored by Augustana College and Sioux Falls College, operates a college-level credit program at the South Dakota State Penitentiary in Sioux Falls. Courses are offered throughout the academic year, including summers. The inmate student pays $20 for each course from his earnings at the prison. The Continuing Education Center enters into a contract with the prison to teach a particular course for a flat dollar amount, regardless of the number enrolled. The instructor is paid for his time at the prison.

TENNESSEE

University of Tennessee, Nashville

The University of Tennessee, during the 1972-73 academic year, offered three college-credit courses each term at the Tennessee State Penitentiary and one college-level credit course at the Tennessee Prison for Women. The penal institution pays $700 per course per quarter to the University and is responsible for providing the textbooks. Plans were to add a fourth class each quarter for the 1973-74 academic year.

Roane State Community College, Harriman

Roane State Community College offered a credit program during the academic year 1971-72 at the Brushy Mountain Prison at Petros. Between forty and fifty inmates took advantage of the

courses for credit. The program was expected to continue in the 1972-73 academic year and new classrooms had been built, but the state closed the prison and the college is no longer involved in the prison education program.

TEXAS

All fourteen units of the Texas state prison system are under one administration and the college academic and vocational program is administered through the Texas Department of Corrections. In the fall of 1972, there were 1,627 inmate students attempting 4,409 semester hours. Of this group, 1,276 were taking college academic courses, 306 were taking vocational courses, and forty-five were taking both academic and vocational courses. All costs of the program both tuition and textbooks, as well as supplies, are borne by the Texas Department of Corrections. These costs for the academic year September, 1971 to August, 1972 were $370,000.

All students attend courses at the penal institutions except for about eighty students who are transferred to the Alvin Junior College campus on Saturday mornings.

The Texas Department of Corrections contracts with various colleges in the areas of the different penal institutions. A three-credit course meets for one three-hour period each week. The selection of academic courses is based upon the requirements for the degree offered by the various junior colleges.

One of the principal colleges involved in the entire program is Lee College at Baytown which teaches some fifty-four academic and ninety vocational/technical courses in eight prison units.

Stephen F. Austin State University at Nacogdoches has a limited college educational program at Rusk State Hospital, a mental institution. Basic courses for credit in English, History, Psychology, and Political Science have been offered.

Tarrant County Junior College has for several years had a college-level academic program at the Federal Correctional Institution at Fort Worth. Usually about five separate courses are taught at the institution each semester.

UTAH

None

VERMONT

There is a college-level educational program at the State Correctional Facility at Windsor. During the fall of 1972, there were four courses being taught by the community college at Springfield.

VIRGINIA

Virginia Commonwealth University, Richmond

Virginia Commonwealth University for several years has operated a college-level academic program at state penal institutions. At the State Penitentiary, usually two courses are given each semester for fifteen to twenty students. Some courses, such as Drama, Creative Writing, Computer Programming, and College Level Math have been offered without actual college credit. Some of the units have classes from local community colleges such as Paul D. Camp Community College which has classes at Southampton Farm.

A committee from the state Department of Corrections and Virginia Commonwealth University has been working to bring all college educational efforts under the coordination of Virginia Commonwealth University to develop a broader program using more of the community college.

WASHINGTON

The University of Washington started offering college-level courses within state penal institutions during the 1970-71 academic year. A study was made and an application submitted for federal funding for a broad program of courses to be given through the community colleges. The University of Washington cooperated with Everett Community College in presenting an application for Law and Justice Committee funding and grants were awarded for 1971-72 and 1972-73. In 1971, legislative action was undertaken in the interests of furnishing college-level instruction within prisons, but the proposal failed.

Everett Community College operates a part-time day and evening program for the residents of the Monroe State reformatory. Usually about three courses per quarter are taught through funds obtained from an LEAA grant.

The Walla Walla Community College operates a college-level program at the Washington State Penitentiary. This program has been going on since 1967 and also includes an occupational program. All residents enrolled in college-level courses at the prison are

charged tuition. During the fall of 1972, some forty inmate students were receiving veterans benefits and paying for their own way. The Department of Vocational Rehabilitation accepted about eighty students as clients. The remaining students were funded by the Education Department which funds approximately half of the inmate students.

In 1968, thirty-one residents earned associate [illegible] applied science degrees at the penitentiary; in 1969, there were twenty-five associate in applied science degrees; in 1970, twenty-six students received associate in applied science degrees and eight students received associate in arts degrees; in 1971, there were twenty-six associate in applied science and seventeen associate of arts degrees; in 1972, fifteen associate in applied science and eighteen associate of arts degrees. These degrees and the credits they represent are all accepted at four-year colleges and universities throughout the state of Washington.

A three-credit course is taught one afternoon or evening each week. A five-credit course meets twice weekly for 2-1/2 hour sessions.

Learning media are being used more each year.

WEST VIRGINIA

Bethany College, Bethany

This private college has had a college-level program within the West Virginia State Penitentiary at Moundsville since 1968. During the fall of 1972, the college was offering four courses on four different evenings each week. A three-credit course meets for one three-hour session each week.

Davis and Elkins College, Elkins

This college teaches sixteen to eighteen credit hours per semester at the Huttonsville Correctional Center at Huttonsville.

West Virginia University, Morgantown

West Virginia University has a college-level program at the Kennedy Youth Center, a federal institution for young offenders at Morgantown. During the 1971-72 academic year, there were five lower division courses taught. Inmate students are at the youth center for an average of about one year and no long-range program of course offerings leading to a degree is contemplated. All fees such as tuition, books and materials are paid by the Kennedy Youth Center and West Virginia University charges the youth center at the rate of $12 per student per course for tuition.

The University is initiating the offering of extension courses on site at the Federal Reformatory for Women at Alderson.

WISCONSIN

University of Wisconsin-Oshkosh, Oshkosh

The University of Wisconsin at Oshkosh has been involved for some years in teaching college-level academic courses to inmates at penal institutions. Several courses were financed by a Council of Criminal Justice grant but funding was not received in 1972 so the courses at the Wisconsin Correctional Institution at Fox Lake were discontinued. A number of inmates attend classes on the Oshkosh campus, being transported daily to and from the institution to the University. The University is also instructing about twenty-five offenders to prepare them as paraprofessionals in corrections. In addition, approximately one hundred state and federal probationers and parolees were enrolled as full-time students at the Oshkosh campus during academic year 1972-73.

University of Wisconsin-Milwaukee, Milwaukee

The University of Wisconsin at Milwaukee for several years has provided one college-level academic course per semester at the State Prison at Waupun.

University of Wisconsin-Green Bay, Green Bay

The University of Wisconsin at Green Bay during the 1972-73 academic year offered college-level academic courses at the Wisconsin State Reformatory at Green Bay to approximately forty-five individuals. Since the summer of 1971, this University has offered eleven college-level courses. In the spring of 1972, a study release program was initiated in which five men were placed in a halfway house and attended the University as full-time students. Since the University program began, 113 men have enrolled in college courses. The courses have all been standard courses from the University taught by full-time faculty as part of their normal teaching loads.

St. Norbert College, West De Pere

St. Norbert College for five years has conducted one college-level academic course per term at the Wisconsin State Reformatory at Green Bay. Each course taught at the reformatory is made up of fifty percent inmates and fifty percent regular St. Norbert students who commute to the institution for class.

University of Wisconsin-Marathon County Center, Wausau

The University of Wisconsin has conducted college-level academic classes for credit for inmates in the State Prison at Waupun. Inmates from the Wisconsin Home for Women at Taycheedah have participated in the program. The education programs at the Waupun State Prison have been conducted under an LEAA grant. The Wisconsin Home for Women now has four women enrolled in a full academic program on campus at the Fond du Lac campus of the University of Wisconsin.

* * * * * * * * *

The University of Wisconsin System has a Task Force on Corrections and the Higher Education System which issued a report calling for more involvement by the University of Wisconsin at its many campuses in the field of education at Wisconsin correctional institutions. The report indicates that higher education offerings should be expanded and should be flexibly scheduled to enable staff and inmates to attend. Higher education institutions should offer programs to staff and inmates through a combination of independent study, media and classroom instruction. The report also calls for the establishment of halfway houses near university campuses.

WYOMING

None

APPENDIX C

NATIONAL SURVEY OF POSTSECONDARY EDUCATION PROGRAMS FOR INCARCERATED OFFENDERS*

Conducted by the NCCD
Newgate Resource Center

Sample:	All federal and state institutions for male and female adult felons
Method:	Telephone interview
Person(s) Contacted:	Education Director, Assistant Superintendent, or Superintendent
Date Began:	June 4, 1973
Date Completed:	July 15, 1973
Total Number of Institutions Contacted:	305
Total Incarcerated Population Included in Sample:	210,183

Totaled Responses to Questionnaire Items:

1) Are postsecondary education courses offered to the inmates of your institutions?

   Yes 218 (71%) No 87 (29%)

2) How extensively is the education program made available to the student?

   Yes 52 (24%) Full time only No 118 (54%) Part time only
   48 (22%) Both

3) May an inmate be excused from his job assignment for participation in the program?

   Yes 149 (68%) No 69 (32%)

4) Does your institution provide for GED testing?

   Yes 253 (83%) No 52 (17%)

*Distributed to participants of the Newgate Resource Center Conference, "Higher Education and Corrections--Assuming a Mutual Responsibility," at Racine, Wisconsin, 21-24 January 1974.

5) What type of instruction is offered, who has responsibility for the actual instruction, and what is the accrediting source of the courses offered?

Type of Instruction	Instruction by Institution Staff	Instruction by College Faculty	Accrediting Source Extension Division	Accrediting Source Community College	Accrediting Source Coll/Univ.
Correspondence	2	1	5	0	45
Electronically (TV)	1	7	3	3	2
In person	7	161	4	68	98
Other	0	1	0	1	0

6) When did you first begin your postsecondary program efforts?

<1965 12 1965 6 1966 8 1967 6 1968 15 1969 26

1970 26 1971 33 1972 39 1973 11

7) How many courses were offered at the time your program first began?

Total = 398

8) How many students were enrolled during the first term of your program?

Total = 4,541

9) How many courses are being offered this term?

Total = 1,351

10) How many students are enrolled this term?

Total = 11,754

11) What type of academic certificate or degree may a student earn while incarcerated?

Technical Certificate 42 Associate of Arts Degree 101

Bachelor's Degree 12

12) Do you include provisions for administering the College Level Examination Program (CLEP)?

Yes 51 No 177

13) Is study release available to the students in your program? (267 institutions)

Yes 144 No 123

14) Since when has study release been available to the inmates of your institution?

<1965 1 1965 2 1966 1 1967 5 1968 13

1969 12 1970 18 1971 31 1972 35 1973 19

15) How many students of your institution are currently participating in a study release program?

Total = 1,552

16) What plans do you have for the future regarding your postsecondary program?

Enroll more students 21

Increase course offerings 52

Start study release program 20

Expand study release program 24

Start "inside" program 14

Utilize closed circuit TV 5

Arrange for AA Degree 18

Arrange for BS (BA) Degree 21

No plans 154

NOTES

1. Albert R. Roberts, Sourcebook on Prison Education: Past, Present and Future (Springfield, Ill.: Charles C. Thomas, Publisher, 1971), p. 28.

2. Joint Commission on Correctional Manpower and Training, "Offenders as a Correctional Manpower Resource," Correctional Briefings, No. 4 (Washington, D.C.: the Commission), p. 4.

3. Ibid.

4. Presidential Commission on Law Enforcement and Criminal Justice, Report on Corrections (Washington, D.C.: U.S. Government Printing Office, 1967), p. 7.

5. Information in this paragraph is based on interviews, conversations, and observations of the authors.

6. Warren E. Burger, Chief Justice, United States Supreme Court, address before National Conference on Corrections at Williamsburg, Virginia, 7 December 1971.

7. Daniel Glaser, The Effectiveness of a Prison and Parole System (New York: The Bobbs-Merrill Company, 1969), p. 191.

8. Joint Commission, p. 2.

9. Ibid.

10. Ibid., p. 4.

11. Kenneth E. Kerle, "Inmate Education: U.S. and Europe" (Paper presented at the 139th meeting of the American Association for the Advancement of Science, Washington, D.C., 30 December 1972), p. 22. Mimeographed.

12. The National Association of State Directors of Teacher Education and Certification, Standards for State Approval of Teacher Education, Rev. ed., (Salt Lake City, Utah.: the Association, 1971), pp. 83-85.

13. Edward J. Drury, "Inventory of Higher Education Programs in State and Federal Penal Institutions during the 1972-73 Academic Year" (Minneapolis: University of Minnesota, Center for Urban and Regional Affairs, 1973), p. i. Mimeographed.

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The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and in-service preparation of school personnel and the profession of teaching.